DOCUMENT RESUME

ED 136 066 08 CE 010 390

TITLE Lincoln Career Education Project. Final Report. Book 4. Junior High Career Guidance Sequence.
INSTITUTION Lincoln Public Schools, Nebr.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO P7136VW
PUB DATE Aug 76
GRANT OEG-9-73-5290
NOTE 188p.; For related documents see CE 010 145, CE 010 388, and CE 010 391

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS *Career Exploration; Curriculum Guides; Group Guidance; Instructional Materials; Junior High Schools; Junior High School Students; *Learning Activities; *Occupational Guidance; Orientation; Orientation Materials; Self Concept; Values
IDENTIFIERS Nebraska; Nebraska (Lincoln)

ABSTRACT

Materials contained in this packet for teacher advisors of junior high school students were developed for the Teacher Advisor System of the Lincoln Career Education Project, Nebraska. They are designed for use with students in a series of teacher advisor (TA) group meetings to (1) get oriented to the new school year, (2) get to know self and other TA members, and (3) begin exploring the world of work. Masters included in the packet are photo ready, materials are sequenced, and alternate activities are suggested. Twelve sessions are contained in the guide including units on orientation, self awareness, and career awareness activities. Each unit is organized according to title, size of class, purpose, time required, materials needed, and directions. (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED136066

FINAL REPORT

LINCOLN CAREER EDUCATION PROJECT

BOOK 4

JUNIOR HIGH CAREER GUIDANCE SEQUENCE

Exemplary Project in Vocational Education
Conducted under
Part D of Public Law 90-576

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

School District 1, City of Lincoln
P.O. Box 82889, Lincon, Nebraska 68501

John Prasch, Superintendent

August, 1976

2

CE 010 390

FINAL REPORT

1976

LINCOLN CAREER EDUCATION PROJECT

Project No F7136VW
Grant No OEG-9-73-5290

Exemplary Project in Vocational Education
Conducted under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Submitted by
Lincoln Public Schools
John Prasch, Superintendent
Carl Spencer, Project Director

August, 1976

OE 010 390

T.A.
YOU
&
the
Body of

T.A.: You and the World of Work

Workshop Participants:

Peggy Kuster: Goodrich
Maryann Spahni: Goodrich
Jan Rogers: Goodrich
Roger Ehlers: Lefler
Tom Pappas: Lefler
Sheila Kellenbarger: Pound
Jan Moore: Pound
Carl Spencer: PSAB Consultant

Lincoln Public Schools
720 South 22nd
Lincoln, Nebraska 68510

Summer: 1976

RATIONALE

The Teacher Advisor System encourages knowledge of one's advisees in order to better understand and direct them. The variety of vehicles available to assist the teacher advisor include: teacher conferences, group meetings, informal contacts and student activities. Many materials have been generated in the last few years to facilitate group unity, self awareness and other TA functions. The attached materials are proposed for use in TA group meetings to 1) get oriented to the new school year 2) get to know self and other TA members and 3) begin exploring the World of Work.

The materials are designed for advisors who desire doing a good job for their advisees, but are limited in the time they would be able to spend. The legwork is done; masters are photo ready; the materials are sequenced; alternate activities are suggested. Using the recommended sequence will provide advisors with 35 sessions related to the three areas previously stated.

HOW TO USE THE PACKET

The material in this packet is color coded to make it easy to utilize. Teacher instruction sheets in the orientation unit are pink. In the self awareness unit, they are green. In the career awareness unit, they are blue. All student copies are printed on white paper so they can easily be duplicated. Other colored pages indicate informational and technical parts of the booklet.

The resource list contains supplementary materials which is available from the Career Education area of the staff media center at PSAB.

It is suggested that you use the table of contents as a checklist as you use an activity. Since many options are provided, this would prevent repetition of materials are used in successive years.

Page numbers in the table of contents refer to individual learning activities. These activities are arranged consecutively, with just one number assigned to each, whether they require one or more pages. White student pages associated with an activity are given the same number as the activity, with a small "s" (for student supplement sheet) following.

SUGGESTED ONE WEEK PLAN FOR TA

First Day:

a) Take roll. Have each advisee say his/her name and grade level.
b) Fill out class attendance cards and turn into TA.
   6th graders - Orange cards
   7th graders - Orange cards
   8th graders - White cards
   9th graders - Green cards
c) Read "Procedure for Seeing Your Counselor" information.
d) Explain that there will not be any schedule changes except through approval of the principal or assistant principal. Counselors will not change schedules except with their approval.
e) Answer any questions concerning new schedules - could have students circle all the 1's, meaning their first quarter classes.
f) Explain to students that they will be filling out enrollment cards tomorrow. Ask them to get the information at home tonight and bring it to school tomorrow. Teacher could write the following on the board:
   Address - home phone - where parents work and phone number (business phone) - in case of emergency, who to notify and phone number - family doctor's name and phone number.

Second Day:

a) Take roll.
b) Pass out enrollment cards to be completed. You may want to read and explain each area to students. OR you may ask your older students to help the younger ones with questions they may have. The cards need to be turned in to TA, who alphabetizes and send them to the office when all are completed.
c) Explain C and D of day one again.
d) Pass out "My Interests" sheet and have students fill out to be turned in before the bell rings.

Third Day:

a) Take roll. Could use "Fun Time Ways to Call Roll" handout.
b) Pass out student handbook to each advisee. Go through it, choosing areas you feel are necessary to discuss. Answer questions students have regarding policies.

Fourth Day:

a) Take roll, using "Fun Time Ways to Call Roll" if you wish.
b) Make Twisting Our Favorites" game for tomorrow. (Teacher or student assistant could do this ahead of time.)
c) For the new students benefit, do "Who Can Help You?" activity.
d) Play "The Answer Is" in the remaining time.

Fifth Day:

a) Take roll.
b) Can continue "The Answer Is" if you wish.
c) Play "Twisting Our Favorites" game.

Options: The following getting acquainted activities may be used as alternatives: "What's In a Name?" "Name Search" "Name - O - Gram"

TITLE: My Interests

TIME REQUIRED: 15 minutes, if discussed, another 15.

SIZE: Individual

MATERIALS: Worksheet

PURPOSE: This activity gives students a chance to decide on some value priorities for themselves and gives teachers some material to use in parent conferences.

DIRECTIONS: Student is to fill out responses to questions 1-10.

Questions: None

Options: Teacher may take all student responses and tally the interests of the group. Discussions may be held on why some items were popular in this area- may not be popular in other geographic areas or cultures.

NAME _____

MY INTERESTS

Select one of the answers to each question and circle your response.

1. How would you like best to be remembered by other students when you leave school? — 1. A B C D E F G

   A. Good student
   B. Athletic star
   C. Popular person
   D. Leader
   E. Couldn't be pushed around
   F. Average
   G. _____

2. On a Saturday morning which one of the following would you rather do? — 2. A B C D E F G

   A. Watch TV cartoons
   B. Participate in a sport
   C. Go shopping
   D. Work on a craft
   E. Read a book
   F. Go on a hike
   G. _____

3. During free time how would you rather spend your time? — 3. A B C D

   A. Alone
   B. With one other friend
   C. With a group of friends
   D. _____

4. How often do you have opportunities in school to discuss things that are important to you? — 4. A B C

   A. Many times
   B. Some of the time
   C. Seldom, if ever

5. If you could have one of the following pets, which would you choose? — 5. A B C D E F

   A. A dog
   B. A cat
   C. A horse
   D. A turtle
   E. A bird
   F. Don't want a pet

6. If you owned none of the following, but could have one of them as a gift, which would you choose? 6. A B C D E

A. A bicycle
B. A portable TV
C. Stereo
D. A musical instrument
E. _____

7. If your parents gave you the following choices as ways to spend two weeks of your summer vacation, which one would you choose? 7. A B C D E

A. Attend a camp that emphasizes outdoor activities (camping, hiking)
B. Attend a camp that emphasizes learning crafts
C. Attend a camp that emphasizes both outdoor activities and learning crafts
D. Stay at home and spend every afternoon at the swimming pool.
E. Stay at home and watch TV.

8. If you had $2 to use in one of the following ways, which would you choose? 8. A B C D E F

A. Put in a bank
B. Buy a pizza for yourself and your friend
C. Buy a record
D. Buy comic books
E. Go to a movie
F. _____

9. If we could invite one of the following people to our class to meet with us, which one would you choose? 9. A B C D E

A. A banker
B. A policeman
C. A veterinarian
D. A disc jockey
E. The Mayor
F. Other _____

10. Which one of the following items would you most like to collect. 10. A B C D E F

A. Rocks
B. Butterflies
C. Stamps
D. Baseball Cards
E. Marbles
F. Other. State what _____

FUN TIME WAYS TO CALL ROLL

What I Want to Be When I Grow Up

What I Dreamed About Last Night

Favorite Nursery Rhyme

Kind of Pet I Like Best

Best Kind of Dessert

Place I Would Like to Travel To

Name I Like Best

Favorite Animal at the Zoo

Song I Like Best

What I Like to do After School

Favorite Fruit

What I Would Like To Buy

New Article of Clothing I Would Like Next

Person I Would Like to Get a Letter From

Place I Would Go to in a Big City

Favorite Famous Person

What I Would Order at a Restaurant on My Birthday

Favorite Musical Instrument

Favorite Sport

TWISTING OUR FAVORITES

FAVORITE SPORT	FAVORITE FOOD	FAVORITE TV SHOW
FAVORITE MUSIC	FAVORITE HOBBY	FAVORITE PET
FAVORITE FRIEND	FAVORITE FAMILY MEMBER	FAVORITE PLACE TO VISIT

TITLE: Twisting Our Favorites

SIZE: Small Group

PURPOSE: Getting Acquainted and fun

TIME REQUIRED: 20-30 minutes

MATERIALS NEEDED: BUTCHER PAPER FOR 9 Squares, spinner and paper fastner, crayons or markers, scissors.

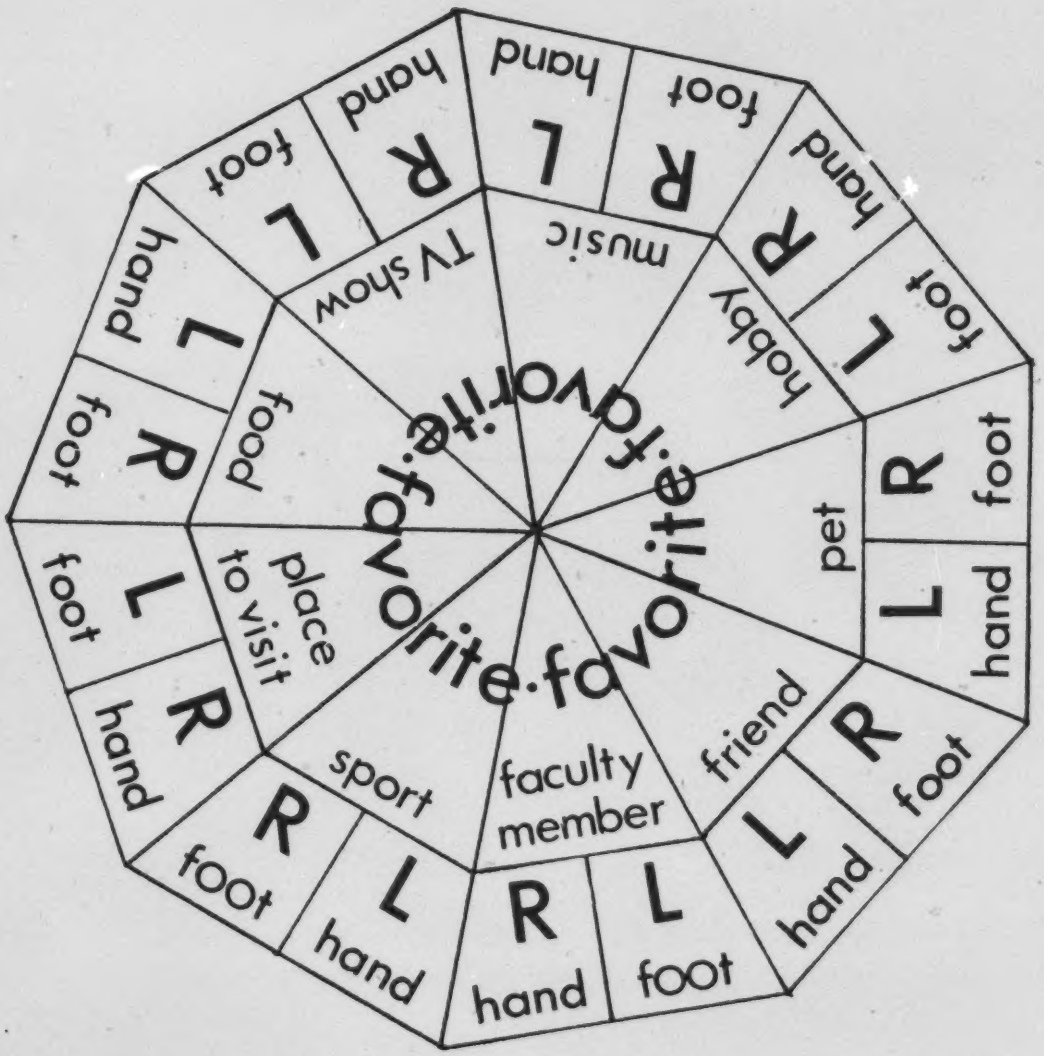
DIRECTIONS: Divide into groups of 5-6. Two people play at a time. One person spins. He calls out directions to both players. "Favorite Food, right hand." Player places right hand on square and calls out his favorite food. Then the "spinner" calls out directions to other player. Game continues until one person falls down. Another person from the group challenges the person who is still on the board.

Options: A recorder from each group could keep track of who says what, or keep a tally of how many times a word's used (i.e. for pet, keep tally of dog, cat, horse, etc.) to see what is the most common response.

Spinner for Wheel of Fortune

Spinner for Twisting our favorites

TWISTING OUR FAVORITES

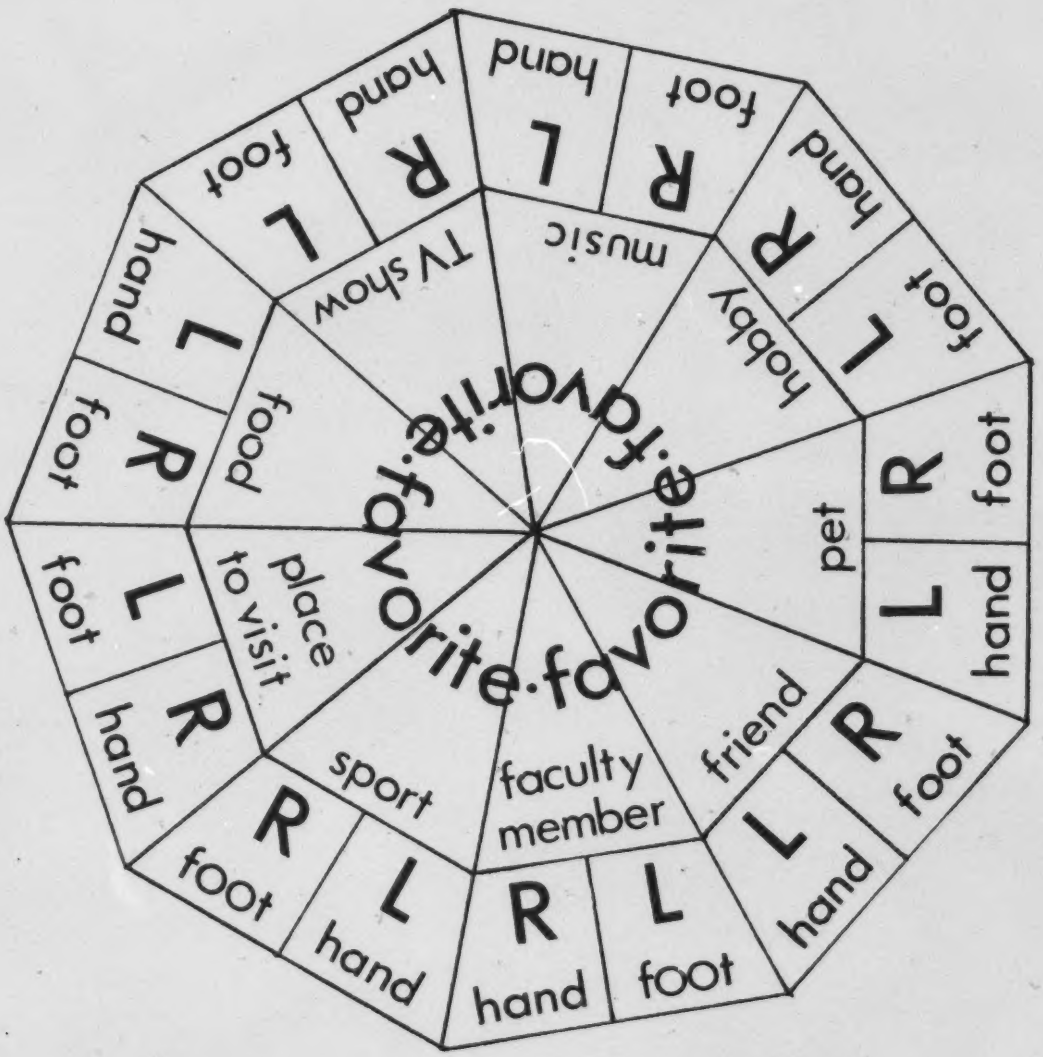


4s

Spinner for Wheel of Fortune

Spinner for Twisting our favorites

TWISTING OUR FAVORITES



4s

TITLE: "Who Can Help You?"

TIME REQUIRED: 10 - 20 minutes

SIZE: Small or Large Group

MATERIALS: Handout & Chalkboard (or paper with roles written on it)

PURPOSE: To acquaint students with people & their helping roles in the school.

DIRECTIONS: Place the following roles on the board. You may want to write the name of the person in your building next to his role:

Principal	other student	Assistant Principal
Teacher	parent	custodian
nurse	Teacher Advisor (TA)	teacher's aide
Student Council member	counselor	work-study JET Counselor
media person	office secretary	

Read a statement from the "Who Can Help You" handout and call on students to respond orally to each situation. Students will discover that there is more than one correct answer to each situation.

OPTIONS: Do this activity as a written exercise.

"WHO CAN HELP YOU?"

1) Sue falls while running down the steps. Who can help?

2) Bill doesn't have a pencil for class, or any money to buy one today. Who can help?

3) Joyce's best friend has a problem. Joyce doesn't know what to do but wants to help. Who can help?

4) Coleen wants to shadow a veterinarian. Who can help?

5) Jim needs to call home because he has to stay for gymnastics. Who can help?

6) The sixth graders are having trouble finding chaperones for a dance. Who can help?

7) A parent wants to get a message to her child. Who can help?

8) Someone is trying to pick a fight with Kevin. Who can help?

9) Danny gets a downslip and wants to do better in that class. Who can help?

10) Sally wants a part-time job after school. Who can help?

11) Jack drops a jar of paint in the main hall. Who can help?

12) Fred needs his math paper checked and the teacher is busy. Who can help?

13) A teacher needs a record player for tomorrow's class. Who can help?

14) Georgia has a fun idea for her class dance. Who can help?

15) A visitor has walked into school and asks for a tour of the building. Who can help?

16) Lonnie forgot his locker combination and the paper he wrote it on. Who can help?

GA-O

TITLE: The Answer Is .....

TIME REQUIRED: 15 - 20 minutes

SIZE: Small or Large

MATERIALS: Handout - cut phrases into strips or provided orally by teacher

PURPOSE: To get students acquainted with each other in the TA setting.

DIRECTIONS: Students & teacher will sit in a circle. Each student has a chance to respond in turn. Student will select a phrase from an envelope, or box (or teacher will read the phrase) and complete the statement. Phrases can be used again.

QUESTIONS: None

OPTIONS: Students could be asked to identify responses made by others. Students also could make up other statements to complete.

PHRASES

I am best when .....

Someday I will .....

Many times I think I am .....

If I could be someone else, I .....

When I am by myself, I .....

I am happiest if .....

Making friends is easy when .....

When I look in the mirror, I .....

I often wish .....

My family is .....

Studying is .....

Many times I think I am .....

If someone smiles at me I .....

Parents should learn to .....

A nice thing about my friend is .....

I like when my family .....

I'd love to visit .....

I get in trouble when .....

Some of the best things about school are .....

If I could ask the President 1 question, it would be .....

I can't learn when .....

Being outside is .....

Fathers should learn that .....

When I am older, I will .....

I get mad when .....

I enjoy doing .....

My TA teacher thinks I am .....

If I were a parent, I .....

The kinds of friends I like most are .....

TITLE: "What's in a name?"

TIME REQUIRED: 15 minutes

SIZE: Large Group

MATERIALS: Ditto with names of TA members

PURPOSE: Getting Acquainted

DIRECTIONS: Students are given a list of names of TA members written vertically. For each name, students write at least 3 descriptive words which begin with the letters in the names. Descriptions can then be shared with group.

Giddy	C	Crazy	J
Interesting	Ornery	Helpful	O
Nice	O	E	H
G	Kissable	R	Naughty
E		I	
R	Kind		C
	I	Perky	Active
Sweet	Energetic	I	K
N		E	Enthused
A			
Pretty			

QUESTIONS: None

OPTIONS: Students could notice similarities in descriptions, i.e., "all said that Sally is laughing".

TITLE: Name-O-Gram

TIME REQUIRED: 15 minutes

SIZE: Large Group

MATERIALS: Ditto or board, nametags if desired

PURPOSE: Getting Acquainted

DIRECTIONS: Students count letters in last name. Student with longest name writes it in center of board. Others then in turn write their name using letters from name on board.

Example:

```
          J
          o
          n
          e
Buttersmith
p         o
c         p
h         s
u         o
r         n
c
h
```

OPTION: Students could write that long last name on a piece of paper, then fill in the last names of other students in TA. First one done who has all members included in his name-o-gram could get a prize. May have students wear name tags for spelling purposes.

TITLE: Namesearch

TIME REQUIRED: 15 minutes

SIZE: Large Group

MATERIALS: Ditto

PURPOSE: Getting Acquainted

DIRECTIONS: Teacher or students make up a wordsearch with all students names in the TA. Students circle names. First ones done could get prizes.

QUESTIONS: None

OPTIONS: None

SELF-AWARENESS
ACTIVITIES

INTRODUCTION TO UNIT 2

The following activities have been divided into 3 sections: Self-Awareness, Values, and Decision-Making activities.

In the first section, the self-awareness activities are mainly to be used to gather information about advisees. It also provides students the opportunity to think introspectively.

In the second section, the activities provide opportunities to engage in group activities and to prioritize values.

The third section is designed to provide students the opportunity to make decisions according to the criteria given.

In each area, the activities are sequenced in increasing levels of sophistication. Teachers are encouraged to modify materials to meet the needs of individual TA groups.

TITLE: My Favorite Ways to Spend Free Time

TIME REQUIRED: 15 minutes

SIZE: Individual

MATERIALS: Worksheet

PURPOSE: This is a way in which the teacher can better become acquainted with the student, and possible, parent.

DIRECTIONS: Student will respond to questions 1-10. During a conference, the student responses can be shared with parents and parent responses can be gathered.

QUESTIONS: (To parent) (1) Do any of these responses surprise you? (2) Would you add to any of these responses? (3) Would your own responses be similar to those of your child?

OPTIONS: Could be given to student early & late in the year with similarities & differences noted.

MY FAVORITE WAYS TO SPEND FREE TIME

Name_____

Question	Response
1. What is your favorite indoor game?	
2. What is your favorite outdoor game?	
3. What is your favorite participant sport?	
4. What is your favorite sport to watch?	
5. What are your favorite things to make?	
6. Do you have a collection of anything?	
7. If so, what is your favorite collection activity?	
8. What is your favorite art and/or music activity?	
9. What is your favorite kind of entertainment?	
10. What is your favorite nature activity?	

TITLE: This is Me

TIME REQUIRED: 10 - 15 minutes

SIZE: Individual

MATERIALS: Dittoed Sheet

PURPOSE: To extend the student; understanding of his/her personal attributes and skills.

DIRECTIONS: Student fills in sheet for personal file.

QUESTIONS: None

OPTIONS: May be used later in the year as a measurement of changes or growth. Could be used as a basis of a parental conference. Teacher also ranks student--can compare. (May be older student.)

Name_____

THIS IS ME

Listed below are several personal attributes and skills. Read each item and then make a check in the box which best describes you. Check only one box for each item.

Personal Attributes and Skills	Do OK	Would Like To Improve	Not Interested
1. Talk casually with peers			
2. Talk casually with adults			
3. Tell stories and jokes easily			
4. Persuade others to do things			
5. Cooperate with others			
6. Get others organized to start a game or task			
7. See both sides of a situation or argument			
8. Help smooth things out when two people are arguing			
9. Tell the truth in all situations			
10. Understand how other people feel			
11. Follow the instructions of others			

TITLE: Personal Billboard

TIME REQUIRED: 20 - 30 minutes

SIZE: Individual - Then Large Group

MATERIALS: paper, crayons or markers

PURPOSE: Self-Awareness of Values

DIRECTIONS: Student will fill out piece of paper with this information:

1) Put your name on the back.

2) In the top left-hand corner, put your favorite sports figure.

3) In the top right-hand corner, put your favorite breakfast.

4) In the bottom left-hand corner put what you most like to wear.

5) In the bottom right-hand corner put your favorite place to be alone.

6) In the center draw something that reminds you of yourself.

As teacher holds up billboards, students will then guess whose it is.

QUESTIONS: None

OPTIONS: Use other categories.

TITLE: "Ingredients"

TIME REQUIRED: 20 - 30 minutes

SIZE: Large Group

MATERIALS: Drawing on board, overhead

PURPOSE: To create an awareness of the varied roles students have in life.

DIRECTIONS: Draw the "person" on the board, or put on overhead. Explain that each of us has ingredients (roles) that mixed together create you & me & everyone else. Today each of you can come up & help create a typical junior high student. Think of some roles you have in life, i.e., son/daughter, babysitter. Take turns coming up & adding your ingredient--your role to help make this total person.

QUESTIONS: Which one role is the most important one that you play right now? (If this role is not included, do so.)

14s

TITLE: Who am I? TIME REQUIRED: 15 minutes

SIZE: Individual MATERIALS: Worksheet

PURPOSE: To provide students the opportunity to extend awareness of the roles they perform & to prioritize those roles.

DIRECTIONS: Put these words in order of importance to you. You may add others if you wish.

OPTION: Have student mark which one(s) best described their life at age 5--at age 30.

I AM

1	_____	son/daughter
2	_____	friend
3	_____	helper
4	_____	worker
5	_____	follower
6	_____	student
7	_____	leader
8	_____	Nebraskan
9	_____	American
10	_____	listener

TITLE: Hassles

TIME REQUIRED: 10 - 15 minutes

SIZE: Individual

MATERIALS: Checksheet

PURPOSE: This is a questionnairre which will help the TA teacher better know the student. If the TA feels that a student has identified a problem, personal or professional help can be made available.

DIRECTIONS: The student will fill out the checksheet with the knowledge that the information will be treated in a confidential manner.

OPTIONS: None

HASSLES

Everybody needs help at one time or another. Check the people you have gone to for help. Star the ones you would go for help if you ever need it. Underline the ones who have helped you the most.

Possible Helping People

___Dad	___uncle	___religious leader	___psychologist
___Mom	___social worker	___boyfriend	___teacher
___sister	___doctor	___girlfriend	___boss
___brother	___neighbor	___counselor	___family friend
			Other_____

Do the following exercise only if you want to. Check each item that you feel is a problem for you.

Home

___I feel pushed too much.
___My parents do not understand me.
___I can't give love to my mother or father.
___I do not feel loved at home.
___I find it hard to love my brother or sister.
___My brother(s) or sister(s) are liked more than I am.
___I feel like running away.
___Things are falling apart at home.
Other_____

School

___Teachers are riding me too hard.
___My classes are harder than I can stand.
___I can't stand some of my teachers.
___I'm not understood at school.
___I need more personal attention at school.
___I have a reading or math problem.
Other_____

Friends

___I don't have a close friend to put trust in.
___My friends take advantage of me.
___I don't have anything in common with my friends.
Other_____

___My friends don't trust me.
___I don't make friends easily.
___I can't be a good friend.
___I don't trust people to be friends.
Other_____

Personal

___I don't think I can live through my problems.
___I feel stupid.
___The world is piling up on me.
___I worry too much.
___I cannot control my feelings.
___I am too hard on myself.

___I've lost touch with God.
___Most things I try, I fail at.
___I fall apart easily.
___I wish I was someone else.
___I give in too easily.
___I don't like the way I look.
___I am bored most of the time.
___I have no self-confidence.
Other_____
_____

VALUES
ACTIVITIES

TITLE: My Feelings Are Me

TIME REQUIRED: 15 minutes, optional questions, 15 minutes

SIZE: Individual

MATERIALS: Worksheet

PURPOSE: To provide students the opportunity to begin to prioritize areas or ideas which they value.

DIRECTIONS: (on sheet)

OPTIONAL QUESTIONS: (1) Now that you have filled out your sheet, put a ★ star next to the items you value. Why do you feel these things are important? (2) What things about your family, school, etc., have influenced your choices? (3) In what ways do you think your values might change over the next 20 years?

MY FEELINGS ARE ME

Here is your chance to write how you feel. There can be no "right" or "wrong" feelings. Your feelings are very important because they are yours. Finish these sentences.

1. Today I feel _____
2. I get mad when _____
3. I feel bad when _____
4. To me school is _____
5. Most of my teachers are _____
6. My parents are really _____
7. I would rather _____ than _____
8. I know I will never _____
9. Most people think I _____
10. I get scared when _____
11. I am happiest when _____
12. I would like to _____
13. My future is _____
14. To me, a job is _____
15. I will finish school when _____
16. Working and going to school is _____
17. School without a job is _____
18. Money in my pocket is _____
19. I like to get money from _____
20. Looking for work sounds _____
21. My friends are _____
22. I am studying for _____

TITLE: I've Got You Covered

TIME REQUIRED: 30 minutes

SIZE: Large Group

MATERIALS: Dittoed Value Statements (Teacher Copy)

PURPOSE: To provide students the opportunity to engage in a valuing activity involving stereotyping & extend insights into the fallacies of stereotyping people according to their occupations.

DIRECTIONS: (Before proceeding, make sure all know meaning of stereotype--a standardized mental picture held in common by members of a group and representing an oversimplified opinion, affective attitude, or uncritical judgment of a person, race, issue or event.)

(1) Arrange the desks so that the four corners of the room are clear and so that the students can move freely from corner to corner.

(2) Label each of the four corners with one of the following signs:

Strongly agree
Agree a little
Strongly disagree
Disagree a little

(3) Have the students stand in the center of the room.

(4) Read a value statement about an occupation. (For example: Nurses are sympathetic.)

(5) Tell the students: "When I say 'four corners,' decide how you feel about the value statement and go to the corner that signifies your feelings."

QUESTIONS: (1) When did you strongly disagree with a stereotype--was it because you know someone in that occupation?

(2) Do you think that people choose or avoid an occupation because of stereotypes? If so, give examples.

(3) When do you need to judge people on 1st impressions (or stereotypes)? (In emergencies .....)

(4) When do you sometimes behave or dress in a certain manner to project a good 1st impression or fit a stereotype?

(5) What happens to a stereotype or 1st impression when you really get to know a person or group?

OPTIONS: Could be done individually on paper.

SAMPLE VALUE STATEMENTS

1. Ministers don't drink.
2. Lawyers should not defend anyone they know is guilty.
3. Teachers are very understanding.
4. Bankers are mean because they won't loan money to poor people.
5. TV repairmen put in unnecessary parts.
6. Auto mechanics cheat the public.
7. Doctors are rich because they charge too much.
8. Librarians know only what they read in books.
9. Musicians are cool.
10. Game wardens like animals.
11. Police are pigs.
12. Garbage men cannot appreciate a beautiful painting.
13. Actors are handsome.
14. Politicians are crooked.
15. Plumbers are dirty.
16. Cooks are fat.
17. Truck drivers are polite.
18. Secretaries are attractive.

TITLE: "Exploring Your Values"

TIME REQUIRED: 20 - 30 minutes

SIZE: Individual

MATERIALS: Pen or pencil & handout

PURPOSE: The best way to know a person's values is to look at what he does. Students will complete the chart to see how they spent their time, and therefore what things they value.

DIRECTIONS: Hand out "Exploring Your Values" worksheet. Remember back to what you did last Saturday & Sunday. Fill in the chart from what you remember, writing the specific activities that took your time. Turn in when you are done.

OPTIONS: Could divide into small groups & let students discuss their responses.

EXPLORING YOUR VALUES

Values are the ideas on which people act. The best way to know a person's values is to look at what he does. Try completing the chart below to see what you did last Saturday and Sunday. Fill in the chart from what you remember, stating the specific activities that took your time.

	SATURDAY	SUNDAY
8-9		
9-10		
10-11		
11-12		
12-1		
1-2		
2-3		
3-4		
4-5		
5-6		
6-7		
7-8		
8-9		
9-10		
10-11		
11-12		

List two or three values that are suggested by how you spent your time during those days: _____

TITLE: "Who's Coming to Dinner?" TIME REQUIRED: 20 - 30 minutes

SIZE: Small Group or Individual MATERIALS: Pencil and paper

PURPUSE: This activity gives students a chance to decide on some values priorities for themselves & then to share these with others. It helps students to see that others often have very different priorities than their own.

DIRECTIONS: Each student should write down the names of five people they would like to invite to a special dinner. The dinner is special because anyone living or dead, real or fictitious, can be invited.

Then break into groups of five or six. In his group, each person should share his five names and his reasons for choosing each person. The six members are then to pool their names, making a list of thirty potential guests. From this list, each group is to agree upon ten persons whom they, as a group, would like to invite to the dinner.

When the groups finish, have them share their selections with the class.

QUESTIONS: Have students discuss in their groups any or all of the following questions, if there is time:

1. What kind of menu would you plan for your guests?
2. What would the seating arrangement be?
3. If it were a pot-luck dinner, what would you have each guest bring?
4. If the guests were to bring gifts, what would you hope each would bring?
5. How do you think the guests will get along with each other?
6. What would persons you chose share with the group?

OPTIONS:
1. When you break into small groups, each could choose two people from his list of 5 to include in the list for the small group. Should state why those two are included.
2. Change the situation to another setting, i.e., swimming party or dance. Ask the students if they would choose the same people under these circumstances.

TITLE: The People I'll Never Forget

TIME REQUIRED: 15 - 30 minutes

SIZE: Individual, then Group, then Individual again

MATERIALS: Paper; Values List on Board or Ditto

PURPOSE: To provide students the opportunity to decide on some values priorities for themselves & then to share these with others. It helps students to see that others often have very different priorities than their own.

DIRECTIONS & QUESTIONS: List 3 people you'll never forget & give at least 1 reason why each is unforgettable. If the person may be unfamiliar to others, tell who the person is.

Each student will share responses with the group.

Now that you have shared your responses, please consider these values. On your own, write at least 3 things that you value.

VALUES LIST

Opinions of others
Helping others
Feeling important
Family
Honesty
Creativity
Friends
Independence
Money
Education
Responsibility

TITLE: I'll Walk the Line

TIME REQUIRED: 15 - 30 minutes

SIZE: Small or Large Group

MATERIALS: Questions, continuum

PURPOSE: To help students become aware that some ideas are valued more than others.

DIRECTIONS: After each statement is read by the teacher, students stand close to the response they feel is appropriate.

QUESTIONS:

1. Upon which statements did we most closely agree?
2. How did you feel when you were in the majority?--minority?
3. What questions did you ask yourself when you were deciding where to stand? How did these questions help you make your decision?
4. What things did you seem to value the most? Why do you think you prize these things more than others?
5. Those of you who changed your minds and moved, why did you? Why did you not move?

OPTIONS: Could be done individually as a ditto. Other values could be included. Near end, give students chance to change their mind.

	Never	Seldom	Sometimes	Most of the Time	Always

Sample Statements:

I like spending time with my family.

I like spending time with friends.

I like spending time alone.

I enjoy being outside.

I enjoy school.

I like being with adults.

I like being with young children.

I like being told how to do things.

I like making up my own ways of doing things.

I like animals.

I like being the center of attention.

I like to hear gossip about others.

I like having one close friend.

I enjoy helping others.

I appreciate receiving help.

I appreciate receiving advice.

I trust teachers to be fair.

I follow the crowd's ideas.

I believe in my religion.

I trust the U.S. Government.

I like living in Lincoln.

I like our President.

I like members of the opposite sex.

I like BIG RED.

I need privacy.

I like junk foods.

I like music.

I like reading.

I like watching T.V.

TITLE: "The ME Shirt" TIME REQUIRED: 20 minutes

SIZE: Individual MATERIALS: Handout

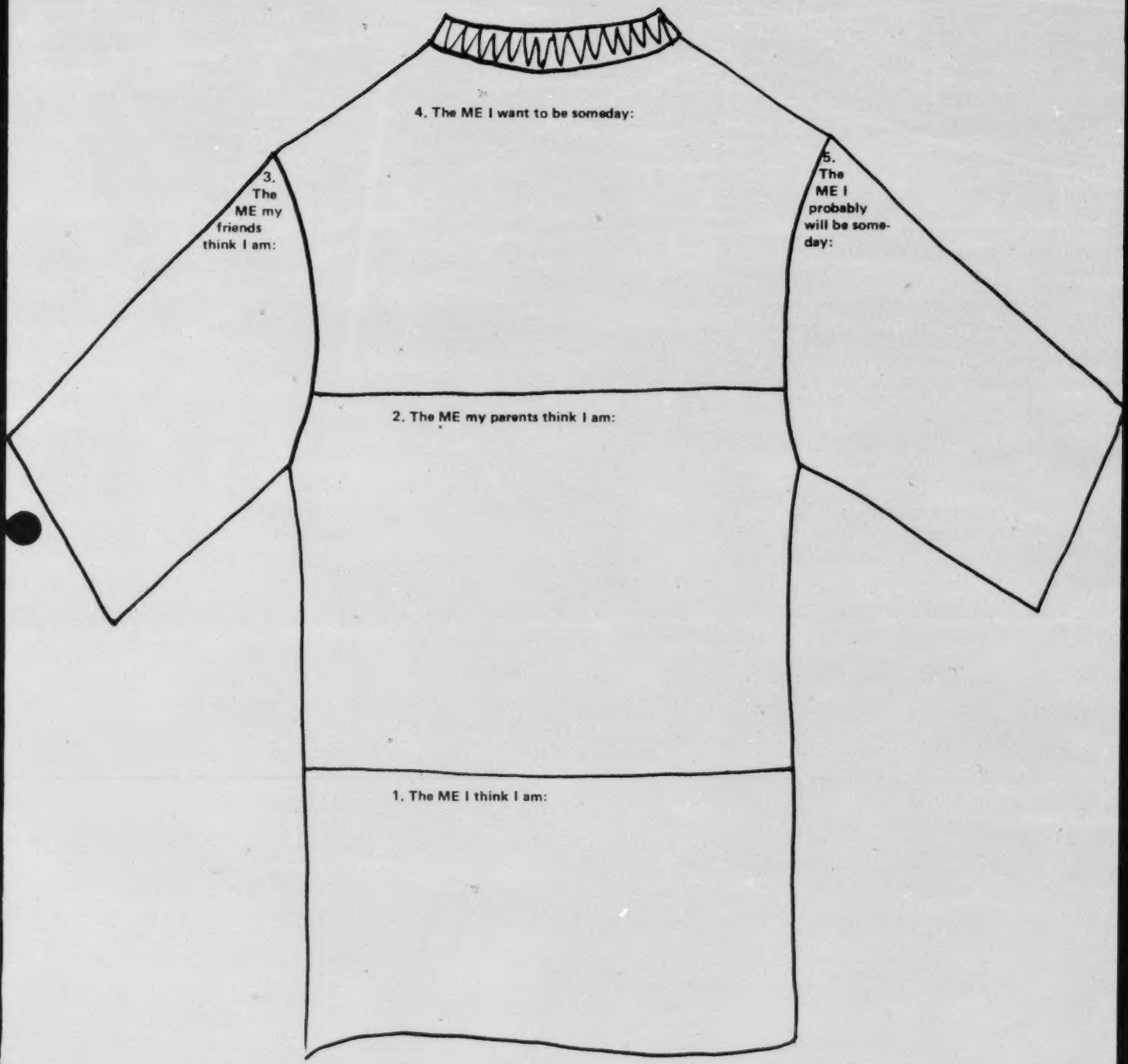
PURPOSE: In this activity students are given a chance to look at themselves & their values. This should extend an awareness that the student will be seen in different ways by various people. This is a good one to help in the student's file.

DIRECTIONS: Distribute the tee shirt handout. Explain that the student will be given a chance to think about personal values as he looks at himself & his future. He also will project how he feels others see him. Complete the handout after some thought about each area, & turn in to advisor.

QUESTIONS: TA can ask individual advisees questions like the following:

Is there a difference between levels? Why?
What would hold you back from reaching level 4?

Name _____


4. The ME I want to be someday:
3. The ME my friends think I am:
5. The ME I probably will be someday:
2. The ME my parents think I am:
1. The ME I think I am:

24s

DECISION-MAKING
ACTIVITIES

TITLE: Using Values & Making Decisions TIME REQUIRED:

SIZE: Individual/Small group/large debriefing MATERIALS:

PURPOSE: To provide students the opportunity to use their values in making decisions & to become aware that differences in values will occur.

DIRECTIONS: Listed below are some typical values of both adults & teenagers. They are based on what a group of teenagers have said on typical values. There are others which you may want to include. Please feel free to do so.

Opinion of Others	Feelings of Importance
Helping Others	Feeling Pleasure
Family	Honesty
Creativity	Friends
Independence	Money
Education	Responsibility

Read over the stories that follow. They are about people who have to make decisions. Choose what you think the person should decide under the circumstances. Write that decision in the proper space. Select a value you think that decision represents.

After you have made your choices, in small groups discuss your responses and how values influence decision-making.

QUESTIONS:

1. If a person values friendship (for example) how would this influence the decisions made in story 1-2, etc.?
2. Which story created the largest list of solutions? Why do you think this occurred?
3. Knowing that there are many different solutions to these situations, what can you say about the relationship between values and decision-making?

USING VALUES & MAKING DECISIONS

1

Sixteen-year old Sharon has been hired as a clerk in a record store. The store owner stresses how important it is to keep eyes open for shoplifters. During the second week on the job Sharon's best friend, Lucy, comes into the store. Sharon watches as Lucy slips 2 records under her coat. Lucy comes to Sharon at the cash register to pay for yet another record. Sharon whispers to Lucy that she ought to return the records. Lucy's response is a wink & a snicker.

Sharon decides to _____

She values _____

2

Bob's best friend Buddy is in the hospital for 2 weeks. His baseball team has qualified for the state tournaments which will be held next week. Buddy and his coach have asked Bob to replace him on the team. Bob's family is leaving on a 2-week vacation trip to California tomorrow. Bob's parents have left the decision to him.

Bob decides to _____

Bob values _____

3

Jamie is 16 & has just received her driver's license. She invites Jill to go for a ride. The first time she takes her father's car by herself, the girls are so busy talking & laughing that Jamie goes through a red light & hits a woman. The woman is banged up pretty badly. Jamie is so scared that, when the police arrive, she makes up a story about another car forcing her through the light. Jamie is charged with reckless driving. Jill knows she will have to testify in court when the case comes to trial. There are no other witnesses.

Jill decides to _____

She values _____

4

Barb is taking a final exam in her English class. She has studied hard for the test. When she turns to the second page of the test, she realizes she has studied the wrong material. Knowing she needs a 2 on the final to get a 2 in the course, she becomes flustered. Her grade is important because it can qualify her for a job as a summer camp counselor, a job she's wanted all year. Barb has always been against cheating & has never cheated. Her boyfriend is sitting next to her. She knows she can get the required information from him. Her teacher has left the room because he feels students should be trusted during tests.

Barb decides to _____

She values _____

TITLE: Pass or Fail Sam Ziggi

TIME REQUIRED: 30 minutes - possibly 2 sessions - 1. Gathering information & listing Consequences & 2. Making a Decision & Questions.

SIZE: Small then Large Group

MATERIALS: 4 sets - "Cumulative Guidance Record" & "Sam Ziggi Achievement". Optional Overhead - Board or paper to record actions & consequences.

PURPOSE: To provide students the opportunity to consider available data & make a decision concerning a student in order to experience the conflict in values involved with such a decision.

DIRECTIONS: 1. Read the following to the students:

Pretend that you are Mr. Jones, the principal of Washington Middle School (grades 6, 7, 8). It is almost the end of the school year, and the following note has just been placed on your desk.

Mr. Jones:

The teachers who have Sam Ziggi in class have met and decided to recommend that he repeat the eighth grade. As you know, your approval is needed to make the retention official.

Ms. Wholatta Sympathy
Home-Room Teacher

2. Divide the class into four working groups. Tell the students that you are going to give the groups two records to read and consider before they make their decision concerning whether to pass or fail Sam Ziggi. Remove the four sets of records from this Guide and distribute one set to each group of students. Explain that the records are Sam's report card and his cumulative record sheets.

3. Remind the students once again that they are to put themselves in the role of the principal of the school and to consider all relevant information before making their decisions about the passing or failing of Sam.

4. After all group members have had time to read the records, ask them if they can think of other information needed before making the decision. (After allowing as many suggestions as may be offered, include a) having a conference with Sam, b) having a conference with Sam's teachers, c) having a conference with Sam's father.

5. Ask the students to consider the possible consequences of failing Sam Ziggi, then have them consider the possible consequences of passing Sam. List the probable consequences on the chalkboard; then, have the class vote to pass or fail Sam Ziggi.

QUESTIONS:

1. Who should have the responsibility for passing or failing Sam? (the principal-the teachers-Sam's parents-others-a combination of these people)

2. Who can help Sam accept the consequences?

3. How would you feel if you were the principal & 6 teachers recommend failure for Sam? What would you do?

4. Do you feel that majority opinions are always right? Under what circumstances would you go against majority opinions?

OPTIONS: Teacher lists consequences & alternatives on overhead for future consideration.

CUMULATIVE GUIDANCE RECORD – GRADES 1-12

1. PERSONAL INFORMATION

STUDENT'S NAME: Sam Ziggi ADDRESS: Rt. 2 Box 1, Colgate DATE ENTERED: September, 1965

SEX: Male PLACE OF BIRTH: Chicago (City) Cook (County) Illinois (State) DATE OF BIRTH: 59 (Year) May (Month) 25 (Day)

	NAME	ADDRESS	PHONE	OCCUPATION	BUSINESS ADDRESS	PHONE
Father:	Clem	Rt. 2 Box 1, Colgate	333-111	Night Watchman	30 Seventh Ave.	333-4568
Mother:	(Deceased)					

Marital Status: Married ✓ Divorced ____ Separated ____

Father: Deceased ____ Remarried ____

Mother: Deceased ✓ Remarried ____

Student Lives with: Both Parents ____ Father ____ Mother ____ Guardian ____

Languages spoken in the home: English

Economic Status of Family

	1970	1971	1972
Good	( )	( )	( )
Moderate	( )	( )	( )
Low	(✓)	(✓)	(✓)

Authority for Birth Date

(✓) Birth Certificate

( ) Other

( )

	Number Older	Number Younger	No. in School
Brothers		2	2
Sisters		2	2

2. SCHOOL RECORD GRADES 1-6

Year	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	19 -19
Grade	1	2	3	4	5	5	6	
(No. Weeks)	36	36	36	36	36	36	36	
Absent	10	9	14	7	56	7	14	
Cause	Ill	Ill	Ill	Ill	Emotional	Ill	Ill	
Subjects	Year Average	Year Average	Year Average	Year Average	Year Average	Year Average	Year Average	Year Average
Citizenship	S	S	S	S	S	S	S	
Language Arts	S-	S-	S	S	U	S-	S-	
Reading	S-	S-	S-	S	U	S-	S-	
English	S-	S-	S-	S	U	S-	S-	
Spelling	S-	S-	S-	S	U	S-	S-	
Writing	S-	S-	U	S	U	U	U	
Social Studies	S	S-	S	S	U	U	U	
Arithmetic	S	S	S	S	U	S-	U	
Art	S+	S+	S+	S+	S	S+	S+	
Music	S+	S+	S+	S+	S	S+	S+	
Promoted	✓	✓	✓	✓		✓	✓	
Detained					✓			
Teacher	AR	BS	BB	MM	JS	OK	RR	

3. SCHOOL RECORD GRADES 7-8

Grade 7 Year 1972 1973

Term (Weeks) ____ Length of Class Period ____

Days Absent ___: Chief Cause ____

Subjects	Periods Per Week	Marks 1st Sem.	2nd Sem.	Year. Av.	Units
English	18	D-	U	U	
Social Studies		C	C-	C	
Math		U	U	U	
Science		U	U	U	
Art		A	A	A	
Music		A	A	A	
Phy. Ed.		C	C	C	
Citizenship		B	B	B	

Credits for Year ____

Total Credits ____

4. TEST PROGRAM SUMMARY

SCHOLASTIC ABILITY							ACHIEVEMENT						OTHERS			
Name of Test	Form	Date Given	Score	Norm	% ile Rank	I.Q.	Name of Test	Form	Date Given	Score	Grade Equiv.	% ile Rank	Name of Test	Form	Date Given	Score
GLIMP	1	9/67				115										
GLIMP	4	9/72				117										

5. COMMENTS

27s-2

Grade and Date	Teacher or Counselor	SPECIAL INTERESTS, OBSERVATIONS, SUGGESTIONS, AND RECOMMENDATIONS
1st 1966	AR	Pleasant child Has difficult time with verbal tasks — reading, grammar. Good in art
2nd 1967	RS	Good behavior Lazy at reading Likes art
3rd 1968	BB	Continues to have difficulty with language skills — reading especially writing Needs special help in these areas
4th 1969	MM	He has tried hard to improve in all areas of the language arts and has improved in all of the areas. He still has difficulty in this area however.
5th 1970	JS	Sam was retained this year because of excessive absence. His mother died this year and he could not adjust. According to his doctor his reasons for being absent were mostly emotional.
5th 1971 (repeated)	OK	Sam seems to have recovered from the shock of his mother's death. He is the oldest of five children and must help with many chores at home. Does not complete his homework.
6th 1972	RR	Much homework incomplete or missing. Not strong in language arts Should go to reading clinic during summer.

Sam Ziggi Pupil Placement Sixth Grade 1971 – 1972

ACHIEVEMENT

KEY: A – Superior development
B – High development
C – Average development
D – Low development
E – Unsatisfactory
Inc. – Incomplete

ATTITUDE

KEY: O – Shows that pupil possesses trait in a consistently outstanding manner
S – Shows that pupil possesses trait most of the time
U – Shows need for improvement in a definite manner

SUBJECT		1	2	3	4	5	6	7	Yr.	TEACHER REMARKS
GENERAL CITIZENSHIP										
	Achievement	D	C	C	C-	C-	C-	C-		Sam does a good job on that which interests him. He does
Social Studies	Attitude	B	B	B	B	B	B	B		not always complete his homework on time. Some
Instructor: RO	Times absent	0	2	0	0	1	1	4		assignments are never turned in. He is a pleasant courteous
	Times tardy	0	0	0	0	0	0	0		boy.
	Achievement	D	D	U	U	U	U	U		
English	Attitude	B	C	C	C	C	C	C		Sam has failed to turn in over half of his assignments. He is
Instructor: SA	Times absent	0	2	0	0	1	1	4		simply not interested in this class.
	Times tardy	0	0	0	0	0	0	0		
	Achievement	U	U	U	U	U	U	U		
Science	Attitude	C	C	C	C	C	C	C		– has failed every test
Instructor: KC	Times absent	0	2	0	0	1	1	4		– is not a disrupter or trouble maker, however.
	Times tardy	0	0	0	0	0	0	0		
	Achievement	U	U	U	U	U	U	U		
Math	Attitude	C	C	C	C	C	C	C		– no homework completed
Instructor: RT	Times absent	0	2	0	0	1	1	4		– failed all but four tests
	Times tardy	0	0	0	0	0	0	0		
	Achievement	A	A	A	A	A	A	A		
Art	Attitude	A	A	A	A	A	A	A		– excellent work, wants to learn more, comes in after school
Instructor: JH	Times absent	0	2	0	0	1	1	4		when he can to do more on his projects.
	Times tardy	0	0	0	0	0	0	0		
	Achievement	A	A	A	A	A	A	A		Sam puts forth much effort in music – he has progressed
Music	Attitude	A	A	A	A	A	A	A		nicely in the music skill areas.
Instructor: PJ	Times absent	0	2	0	0	1	1	4		A very pleasant fellow.
	Times tardy	0	0	0	0	0	0	0		

27c-2

TITLE: "Dear Abby" TIME REQUIRED: 30 minutes

SIZE: Individual MATERIALS: Handout

PURPOSE: Students will clarify values, and gather alternative ways of solving personal problems.

DIRECTIONS: Distribute "Dear Abby" handout to students. Let them read the problems, then write at least 3 alternative solutions, and finally choose the solution they feel is best. (Teacher could orally work through first one with students.) Each student should answer at least 3 letters. They could then write a few of their own "Dear Abby" problems with alternative & the solution they feel is best. Ask volunteers to share their alternatives & solution.

QUESTIONS:

1. Is it good to look at alternative solutions? Why?
2. Do we ever really know which alternative is the best?
3. What can we do when we choose a solution that doesn't work out as we thought it would?

OPTIONS: Could break to small groups & discuss varied responses. Could read student's own "Dear Abby" letters & discuss in large or small groups.

"DEAR ABBY" HANDOUT

1. Dear Abby:

I have one sister who is pretty and one who is very smart. I have a third sister who is so witty that people laugh the minute she opens her mouth. People look at me as if I've got nothing. I'm beginning to think they are right. I feel dumb, ugly, and sour most of the time. What can I do about myself? Please hurry with your answer. I need your help.

-Miss Nobody

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

2. Dear Abby:

I am 11 years old. I like a girl in my class, but she ignores me. The more I try to be nice to her, the less she likes me. What can I do to get her to like me?

-Laurie S.

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

3. Dear Abby:

I have tried to stop smoking ten times. How can I stop and really not start again?

-Smoker

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

4. Dear Abby:

I am 10 years old and am writing to you in desperation. My mom will not let me pick out my own clothes for school. She says that I'm too young. All of my friends pick out their clothes for school. If you tell my mom it's all right, she'll let me.

-Sandy

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

5. Dear Abby:

My son has always been a good boy but recently he has stopped listening to his father and me. He started dating a new girl right before this. If we tell him to stop dating this girl, we're afraid that he'll rebel even more. Should we insist on his not seeing this girl?

-Worried Mother

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

6. Dear Abby:

Please tell me what to do. I have several good friends who think it's cool to shoplift. They are both 15 years old. They haven't been caught but I'm sure that they will be. I like them but don't want to get involved. I also want to convince them that they shouldn't shoplift.

-Wendy

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

7. Dear Abby:

I've got a monster on my hands. My wife and I have been married for two years. All of a sudden she and her best friend have become women's libbers. She expects me to help out around the house all the time. She doesn't work. Except for this problem, we get along fine.

-Libber's Husband

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

8. Dear Abby:

My boyfriend handed me ten dollars on my birthday and told me he was too busy to go out and buy something for me. He does things like this often. I love him very much but this kind of thing hurts. What should I do?

-Heartsick

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

9. Dear Abby:

My boyfriend and I are both 15. We have been dating for about a year. My problem is that whenever we are at my home my mother never leaves us alone. She always stays around us, either in the room or in the next room. When I ask her about it she always has a reason. My mother and I get along well but we can't agree on this. Do you think this is right?

-Joan

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

10. Dear Abby:

I am an attractive 12-year-old girl. I love a boy who is 14. My mother tells me that I don't love him, but I really do. She also says that he is too old. He goes to my school and I see him all the time. He asked me to go to the movies but my mother won't let me.

How can I convince my mother to let me date him?

-Twelve And In Love

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

11. Dear Abby:

_____
_____
_____
_____
_____
_____
_____

Signed _____

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

12. Dear Abby:

_____
_____
_____
_____
_____
_____
_____

Signed _____

Alternatives a _____
b _____
c _____
d _____

The Best Choice _____

CAREER AWARENESS
ACTIVITIES

EXPLORING THE WORLD OF WORK

INTRODUCTION

The following activities, focusing on career awareness, are presented in a recommended sequence.

Activities in the first two sessions expose the student to various job titles which are explored in greater depth later in the unit or upon individual interest. Sessions III and IV lead the student to an awareness of his interests and aptitudes as related to the world of work. In order to give the student a more realistic view of occupations, sessions V and VI are games dealing with the qualifications and responsibilities which certain jobs entail. Session VII asks students to analyze their own work habits and provides an opportunity to relate habits developed in school to those utilized in later jobs. Session VIII deals primarily with specific vocabulary related to jobs. Session IX considers sex-roles. Awareness of reasons why people fail to be accepted for a job, as well as the skills necessary to be considered for a job are dealt with in the next two sessions. The last session may be used as a post-test to determine if the student's view on work has been altered.

Options are included which consider grade level, maturity, group unity and teacher ease with the material. Teacher judgment may influence material choice as well as sequence.

SESSION I: Recommended - Job Scramble; Options - see Other Idea Sheet numbers 1, 2, 3

SESSION II: Recommended - Job Flashcards; Hand out Job Tree to take home; Options - see Session I options

SESSION III: Recommended - Why Work?; Discuss Job Tree; Options - An Interview with a Working Person; see Other Idea Sheet numbers 4 & 5

SESSION IV: Recommended - Test Your Own Career Aptitude; Options - Matching interests With Your Job; My Mountain Matters

SESSION V: Recommended - To Tell the Truth; Options - Wheel of Fortune; Choose a Job Inventory; see Other Idea Sheet numbers 6, 7, 8

SESSION VI: Recommended - Wanted: The Right Person (may take 2 sessions); Options - Interests and Abilities Quiz; What's My Line?; Rank and Rerank; see Other Idea Sheet numbers 6, 7, 8, 9, 10

SESSION VII: Recommended - Change Nonsense into Sense; How Are Your Work Habits?; Options - Work Habit Survey; Cooperation Game

SESSION VIII: Recommended - Word Ladder

SESSION IX: Recommended - Who Owns the Quote?; Options - Women and Work

SESSION X: Recommended - Why People Aren't Hired; Options - Employer - Employee Relations; Do's and Don'ts in Looking For a Job; see Other Idea Sheet number 5

SESSION XI: Recommended - Do You Have the Skills for the Job? (may take 2 sessions); Options - Job Application; Applying For a Job; see Other Idea Sheet numbers 5, 11

SESSION XII: Recommended - Why Work? (a re-evaluation of Session III)

SESSION I

TITLE: Scrambled Occupations

TIME REQUIRED: 20 minutes

SIZE: Unlimited

MATERIALS: Word List

PURPOSE: Make Student Aware of Different Occupations

DIRECTIONS:

1. Give each student a scrambled word list.
2. Give student 10 minutes to unscramble occupations.
3. Give student correct answers and spend some time discussing the different occupations.

Key

1. Artist
2. Baker
3. Carpenter
4. Taxi Driver
5. Engineer
6. Fashion Designer
7. Guard
8. Journalist
9. Librarian
10. Maid
11. Meat Cutter
12. Nurse
13. Oceanographer
14. Policewoman
15. Reporter
16. Scientist
17. Secretary
18. Tailor
19. Teacher
20. Usher

SCRAMBLED OCCUPATIONS

See if you can unscramble the letters in the occupations listed below.

1. isatrt _____
2. arkbe _____
3. reprtcena _____
4. xiat evrrdi _____ _____
5. neeneigr _____
6. hoifasn ieesdgrn _____ _____
7. adgur _____
8. sojtuirlan _____
9. abaiilrnr _____
10. adim _____
11. etma trutce _____ _____
12. sreun _____
13. caorperhgneoa _____
14. oiclowenpam _____
15. rtroerpe _____
16. sttescini _____
17. ecrsratye _____
18. aoirtl _____
19. erctahe _____
20. reuhs _____

SESSION II

TITLE: Career Flashcards

TIME REQUIRED: 20 minutes

SIZE: Unlimited

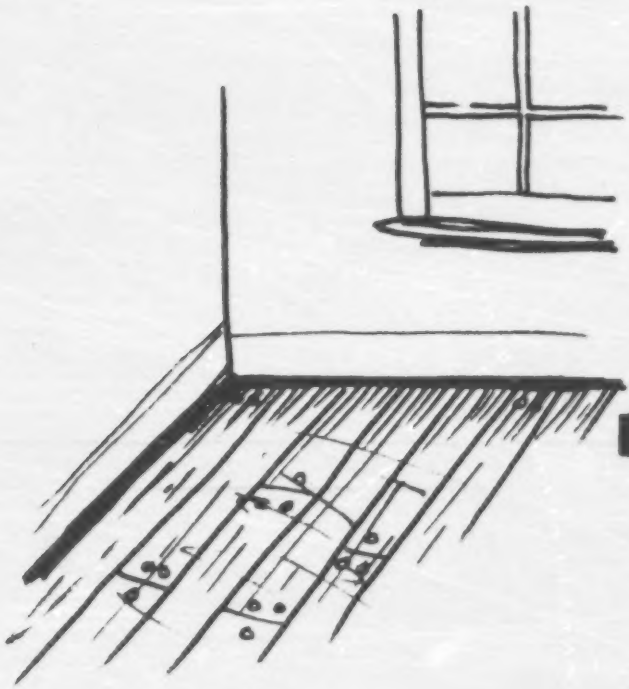
MATERIALS: Sample cards, pencil, and paper

PURPOSE: To portray occupations in a visual form.

DIRECTIONS: Students guess occupation on flashcards.
Students draw their own flashcards.

Suggestions:

fireman	paper hanger	rancher
mailman	engineer	tailor
dentist	car dealer	fisherman
		teacher



+ist

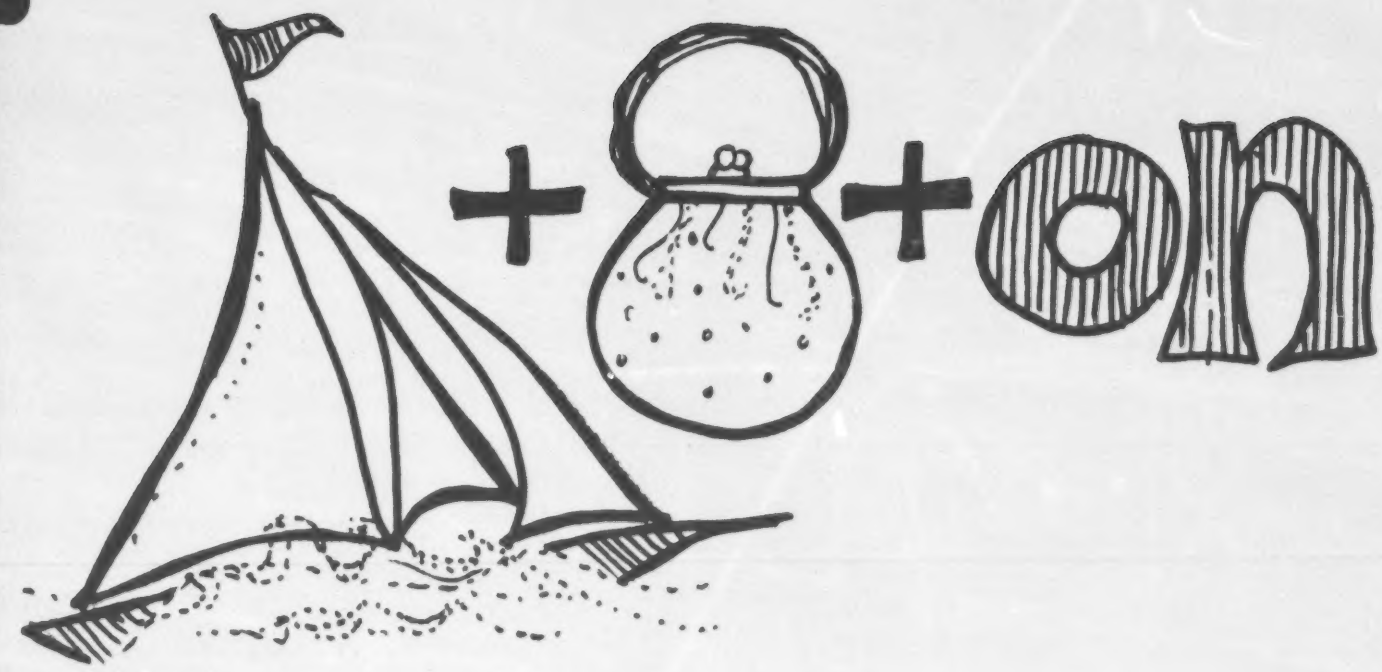
Me+

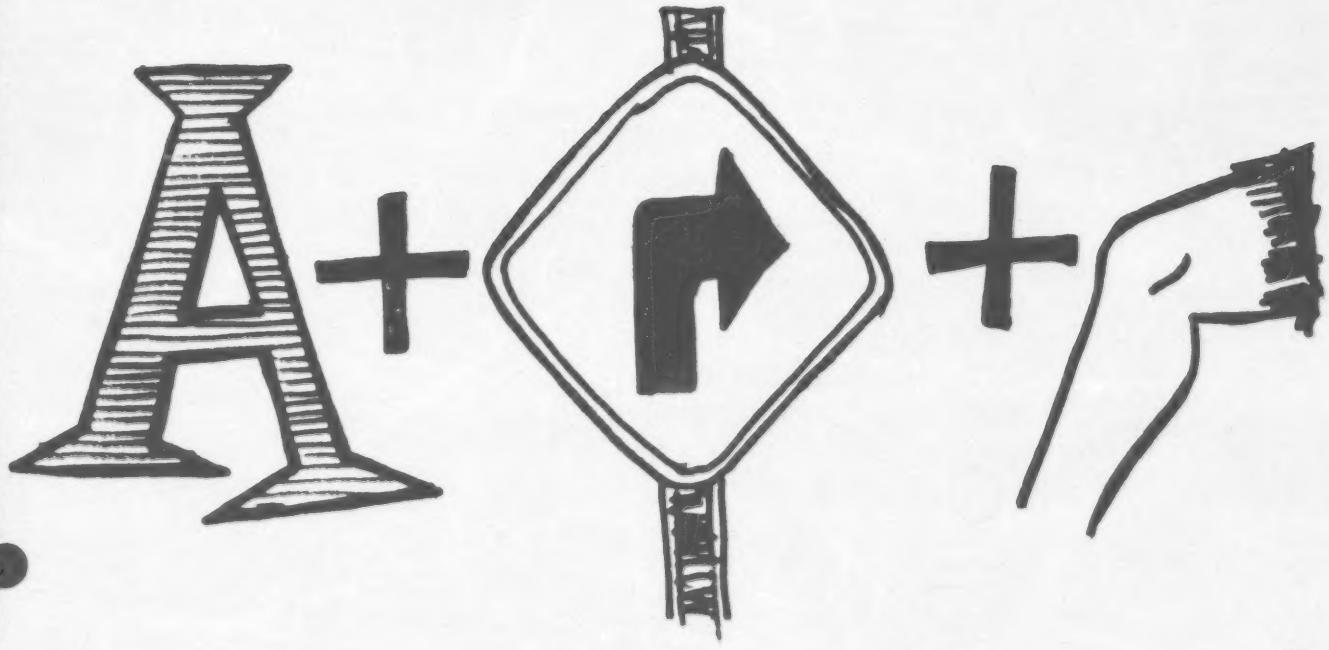
+ic

+

+ ter

-b+lete


+ + on


A +
+

SESSION III

TITLE: Job Tree

TIME REQUIRED: 40 minutes - 2 sessions

SIZE: Unlimited

MATERIALS: Job Tree Handout

PURPOSE: To explore family job history. To consider how job choices effect a family. To explore how job opportunities have changed.

DIRECTIONS: Explain the purpose of the activity to the group. Each student will fill out a job tree as much as he can during the first session and then will take it home to find out additional information from parents. (Note: If a person has had several jobs, list them.)

Read and discuss questions at the next session.

1. At what age did these people enter the job field?
2. What type of training/education is required?
3. Do these jobs still exist?
4. Do you see any pattern that has developed in the job choices of your family? If so, why?
5. Which occupation on your job tree interests you the most?
6. Will your job selection be influenced by your family's choices?

OPTIONS: With female advisees, you may wish to discuss women's roles.

my father's parents

my mother's parents

my father

my mother

my older brothers & sisters

me

. AT WHAT AGE DID THESE PEOPLE ENTER THE JOB FIELD?
WHAT TYPE OF TRAINING/EDUCATION IS REQUIRED?
O THESE JOBS STILL EXIST?

4. DO YOU SEE ANY PATTERN THAT HAS DEVELOPED IN THE JOB CHOICES OF YOUR FAMILY. IF SO, WHY?
5. WHICH OCCUPATION ON YOUR JOB TREE INTERESTS YOU THE MOST?
6. WILL YOUR JOB SELECTION BE INFLUENCED BY YOUR FAMILIES CHOICES?

TITLE: Why Work?

TIME: 10 minutes

SIZE: Unlimited

MATERIAL: Handout

PURPOSE: To see relationship between work & play. To discuss feelings about work and reasons for work.

DIRECTIONS:

1. Have students fill out **Questionnaire.**
2. Discuss questions as a group.
3. Take questionnaires and file in individual advisee's folder.

WHY WORK?

Thunder is good, thunder is
impressive, but it is lightning
that does the work!
- Mark Twain

What is work? _____

_____

What is play? _____

_____

Can work ever be play? _____

_____

Can play ever be work? _____

_____

Why do people work? _____

_____

If you said something like "to earn a living", for a description of work, you certainly identified a major reason. How then would you explain the situation where sometimes the sons and daughters of millionaires do productive work when they don't have to? _____

_____

YOUR OPINION, PLEASE!

Would YOU work if you had all the money you needed? _____

What would happen if EVERYBODY were in this situation? _____

_____

TITLE: An Interview With a Working Person TIME REQUIRED: 20 - 40 minutes

SIZE: Teams of 2 or 3 MATERIALS: Handouts

PURPOSE: To gain first-hand knowledge about different jobs.

DIRECTIONS:

1. Divide students into teams of 2 or 3 and hand out questionnaire. You may want to discuss questions and interviewing techniques briefly.
2. Have these teams interview someone of their own choosing.
3. Have them bring in finished interviews at next meeting and discuss results, noting differences and similarities between jobs and answers.

OPTIONS:

1. You may want to do this individually.
2. You may want to have students develop their own questionnaires.

INTERVIEW WITH A WORKING PERSON

Student's Name_____

It is preferred not to carry this form with you on your interview. Make notes and transfer the information to this questionnaire later.

Business _____ Occupation _____

Person Interviewed _____

1. What are the major duties and responsibilities of this occupation?

_____

_____

_____

_____

2. Does this occupation require chiefly mental or physical effort? _____

_____

3. Is it inside work, outside work or both? _____

4. What skills are required for entering employment in this occupation? _____

_____

_____

5. What education is necessary for entering this occupation? _____

_____

6. What tools and equipment are used in this occupation? _____

_____

7. Is there a minimum age necessary in your job? _____

8. Will you be able to live at home, or will you travel a lot? _____

_____

9. How much of an investment, if any, is required to enter? _____

_____

10. What will the beginning salary be? _____

11. What is the opportunity for advancement? _____

_____

12. What are the fringe benefits offered? _____

_____

_____

13. How many hours per week will you spend on the job? _____

14. How many hours per week (approx.) will you need to spend on your own time off the job, with related tasks? _____

15. Is there a provision for overtime hours? _____

16. Is there any chance to be laid off the job? _____

_____

17. Are there any part-time jobs available for students before high school graduation? _____

18. Does this occupation require any special permits or licenses in order to work?

_____

19. Does this occupation require belonging to a union? _____

20. What do you like about this occupation? _____

_____

_____

21. What do you dislike about this occupation? _____

_____

22. Briefly, what is your attitude about this occupation? _____

_____

_____

_____

SESSION IV

TITLE: Test Your Own Career Aptitudes

TIME REQUIRED: 40 min. - 2 sessions

SIZE: Individual

MATERIAL: Pencil Handout

PURPOSE: To relate world of work to the individaul.

DIRECTIONS: Student fills out survey.
Discuss individually as feel a need.
Keep in file.

TEST YOUR OWN CAREER APTITUDES

Name _____ Date _____

I. What your school record shows.

A. Average grade in English. _____

B. Average grade in Social Studies. _____

C. Average grade in Science. _____

D. Average grade in Math. _____

E. Name your two favorite school subjects.

1. _____ Gr. _____

2. _____ Gr. _____

II. School activities (sports, plays, etc.)

A. Your favorite school activity is _____

_____

It interests me because _____

_____

III. Your three favorite hobbies (skiing, carpentry, photography, reading, etc.) are:

A. _____

B. _____

C. _____

IV. What is your favorite activity outside of school and work (play ball, watch TV, tinker with car, etc.)?

A. _____

B. _____

V. What skills do you have?

A. _____

B. _____

C. _____

VI. What course of study or special training (business subjects, aviation, mechanical drawing, music, etc.) would you like to take if you could?

_____

_____

VII. Has anyone ever said that you were especially good at doing any one thing (getting along with people, acting in a play, speaking, playing the piano)? If so, what?

_____

_____

VIII. Have members of your family suggested any particular career to you? What?

_____

_____

IX. What have you often thought you would like to do for a living?

_____

_____

A. Why?

_____

_____

B. How long have you been interested in it? _____

_____

X. What occupations or fields of work would you like more information about?

_____

_____

XI. Consider your part-time jobs. What jobs have you held?

A. _____

B. _____

XII. Different jobs require different types of reading.

A. Do you read newspapers? _____

What parts? _____

B. Name two magazines that you read most often:

_____

_____

C. Name three books you have read which you especially like outside of school books.

_____

_____

_____

XIII. What TV (or radio) program do you especially like? _____

_____

XIV. Check the activities in the list below that you especially like, and tell why you like them.

_____A. Working Outdoors _____

_____

_____B. Writing _____

_____

_____C. Using tools _____

_____

_____D. Meeting many people _____

_____

_____E. Making speeches _____

_____

_____F. Doing new things all the time _____

_____

XV. Check two of the following things which you would like to do best about either a radio or garment. (Place a check after radio____ or after garment____ to indicate choice.)

_____ Make it

_____ Sell it

_____ Improve it practically

_____ Draw a picture of it

_____ Write about it

_____ Buy it

_____ Plan or design it

_____ Repair it

_____ Use it

_____ Improve its beauty

_____ Teach others about it

_____ Write ads about it

TITLE: Matching Interests With Jobs

TIME REQUIRED: 20 minutes

SIZE: Small Group

MATERIALS: Handout

PURPOSE: Your interests should be considered as jobs are explored. This activity helps students to relate interests to jobs.

DIRECTIONS: Have students complete handout individually. Break into small groups and discuss their selections. Bring out variations of choices that might exist. Have each group choose one final choice for each case.

QUESTIONS: After each group has finished, ask:

1. What occupation did you choose for Susan? Becky? Debbie? Danny? Timmy? Alma? Why?

2. Did everyone in your group agree?

MATCHING INTERESTS WITH JOBS

Below are 6 different people with some interests, abilities, hobbies, etc. given. Circle the job you think best fits each one.

#1--Susan

*loves plants
*likes Biology class best
*likes to draw
*works with hands and fingers
*has good color perception
*likes to work with things rather than people

a. Receptionist
b. Fashion model
c. Telephone repair person
d. Landscape designer
e. Personnel manager
f. Carpenter

#2--Becky

*is independent
*likes to write down ideas
*is creative
*is athletic
*is attractive
*likes modeling, sports
*wants to go to college
*works summers at a camp for crippled children
*has strong belief in eternal good of mankind

a. Recreation teacher
b. Biology researcher
c. Social worker
d. Dental hygienist
e. Religious counselor
f. Lawyer

#3--Debbie

*sick much in early life
*likes to help people
*likes studying about the human body
*likes working under pressure
*wants a responsible job
*likes to listen to people
*good strong hands and fingers
*must move around, doesn't like sitting at desk
*likes to eat

a. Waitress
b. Recptionist
c. Commercial artist
d. Sales clerk
e. Speech therapist
f. Physical therapist

MATCHING INTERESTS WITH JOBS (continued)

#4--Denny

*spends some time at courthouse in trials
*likes to talk
*reads crime novels
*has good grades in English
*was president of class in 9th grade
*likes to solve problems
*likes to work with people
*takes risky chances

a. Accountant
b. Policeman
c. Chemist
d. Teacher
e. Lawyer
f. Psychologist

#5--Timmy

*builds models, birdhouses, gocards
*likes to draw
*has good hand dexterity
*likes woodwork class at school
*wants to go to vocational school
*works half day in work experience
*likes and works with machines
*not interested in college
*likes to see plans on paper

a. Electronics assembler
b. Carpenter
c. Electrician
d. TV repairman
e. Auto mechanic
f. Upholsterer

#6--Alma

*is creative
*is good typist
*is quiet but interesting
*likes to create
*hobbies are sewing, knitting
*likes to work own hours
*loves outdoors
*likes to build a product like a book
*wants to travel a lot
*is trained in child care
*doesn't want to teach
*wants to run own business

a. Child psychologist
b. Office administrator
c. Travel agent
d. Self-employed typist
e. Writer
f. Electrician

CA-W

TITLE: My Mountain Matters

TIME REQUIRED: 20 minutes

SIZE: Individual

MATERIALS: Handout

PURPOSE: Analyze reasons for job selection. Emphasize benefit of having different priorities, and that there are no "correct" answers.

DIRECTIONS:

1. Give each student a handout and rank priorities.
2. Discuss differences in priority and reasons for those differences as a group.
3. You may want to tally results and get consensus on which are high and low priority to the group.

MY MOUNTAIN MATTERS

Which on the list below is most important to you in making a career choice? After you decide which item would be your main consideration, fill it in the number one blank. Continue your ranking down to the least important, number 11.

How much money you make
Who you work with
The place you work
Provides variety and adventure
The amount of schooling you need
You like to do the work
Your parents would be proud of you
People would look up to you
Promises a successful, secure future
Opportunity to travel
Leaves plenty of free time

SESSION V

TITLE: To Tell The Truth

TIME REQUIRED: 20 minutes or more

SIZE: Unlimited

MATERIALS: Handout - 3 x 5 cards or slips of paper

PURPOSE: To familiarize students with job descriptions.

DIRECTIONS:

1. Ask for three volunteers to read definitions of occupations.
2. Divide group into 3 or more teams.
3. Give each volunteer reader the list of occupations and their definitions and have them read number 1. Write word on board.
4. Each team then is given 1/2 minute to decide as a group who is telling the truth and write their answer on a 3 x 5 card. The groups then reveal their answers at the same time and each team who is correct scores one point.
5. Repeat steps 3 & 4 through as many occupations as you wish.

OPTIONS: This can be done individually or in groups in any way you wish to set them up. Also the group reading the definitions can be a team which could score points by stumping the other groups.

TEACHER KEY: (See next page)

OPTIONAL LIST: (See second page)

TEACHER KEY

1.	Actuary	Reader II
2.	Anesthetist	Reader I
3.	Radiologist	Reader II
4.	Equestrian	Reader I
5.	Podiatrist	Reader III
6.	Cosmetologist	Reader III
7.	Dermatologist	Reader I
8.	Cobbler	Reader III
9.	Chiropracter	Reader II
10.	Diemaker	Reader III
11.	Cartographer	Reader I
12.	Glazier	Reader I
13.	Horticulturist	Reader II
14.	Hydrologist	Reader I
15.	Habberdasher	Reader II

OPTIONAL LIST

The following occupations may be added to the "To Tell the Truth" game or you may wish to use them in other word games.

numismatist
entymologist
cytotechnologist
electrotyper
ophthalmologist
psychiatrist
sociologist
public health sanitarian
microbiologist
pharmacist
oceanographer
comptroller
audiologist
meteorologist
pathologist
osteopath
optician
optomotrist
obstetrician
cardiologist
millwright
ornithologist
ichthyologist

Reader I

1. Actuary - I act in a theatre studio. I attended drama school for two years before accepting this position.

2. Anesthetist - I am a doctor whose job is to prepare the patient who will be going into surgery.

3. Radiologist - I assign the radio frequencies to radio stations so that their broadcasts do not overlap.

4. Equestrian - I ride horses in horse shows and races.

5. Podiatrist - I pick peas for the Del Monte Company. I have a high school diploma.

6. Cosmetologist - I take care of people's pets. I like this occupation because I own my own business.

7. Dermatologist - You would come to me if you had skin problems.

8. Cobbler - I make pastries at the bakery. My peach and apple products are very popular.

9. Chiropracter Ever wonder where syrup comes from? Well, in my job I manufacture it.

10. Diemaker - I color fabrics for wholesale fabric manufacturers. This is hard physical labor and I was trained by an experienced worker.

11. Cartographer - I graph and design maps.

12. Glazier - When I first became a glazier I worked in a factory but now I work on my own. I've worked with all forms of glass for windows or mirrors.

13. Horticulturist - Horses are my line of work! I buy horses and supervise their training for racing.

14. Hydrologist - I study surface water and underground water.

15. Habberdasher - After attending a technical school for two years I began my job as a habberdasher. I clean car engines or diagnose needed repairs.

Reader II

1. Actuary - As an actuary, I help insurance agencies determine their rates based on mathematical tables.
2. Anesthetist - I am a minister for atheists.
3. Radiologist - I am a technician who uses X-ray machines to treat patients.
4. Equestrian - I spend a lot of time in the water exploring the ocean bottom.
5. Podiatrist - Chicken pox, Junior? I'm your man.
6. Cosmetologist - Come with me to the Cosmos in my rocketship.
7. Dermatologist - I investigate problems that arise from lack of proper sanitation.
8. Cobbler - Turquoise is the speciality at my place of business, but we also have sterling silver rings without stones.
9. Chiropractor - If your back is out of whack, I'll put it back.
10. Die Maker - My main job is to produce small cubicle objects used in gambling.
11. Cartographer - My job is to design carts and wagons for farm use.
12. Glazier - I am employed by a large bakery firm to run a machine which decorates cakes and doughnuts.
13. Horticulturist - If your plants are sickly, I can help you to decide where the problem lies.
14. Hydrologist - I'm an architect who specializes in high rise buildings.
15. Habberdasher - The changing styles really affect my job. Blue jeans are our best selling item today.

Reader III

1. Actuary - In my job as an actuary, I study the width, depth, and rate of current of various rivers.
2. Anesthetist - I am a scientist whose principal interest is birds and their mating & nesting habits.
3. Radiologist - I scientifically design the tread patterns for steel-belted, radial tires.
4. Equestrian - I inspect the scales at various establishments to make certain that they are properly balanced.
5. Podiatrist - I am a doctor who treats foot conditions and sometimes performs foot surgery.
6. Cosmetologist - I help make people look better.
7. Dermatologist - I am an assistant to your State Legislator.
8. Cobbler - I make and repair shoes.
9. Chiropracter - I am a professional whose only job is to conduct a group of singers.
10. Die Maker - I shape metal and plastic forms.
11. Cartographer - I buy used cars such as model A's and model T's and restore them to sell to car collectors.
12. Glazier - I pour the water forms and put a smooth finish on indoor ice skating rinks.
13. Horticulturist - I am a lover of music and art.
14. Hydrologist - I study the heights of different mountains.
15. Habberdasher - I train and ride horses for a living.

TITLE: Wheel of Fortune Game

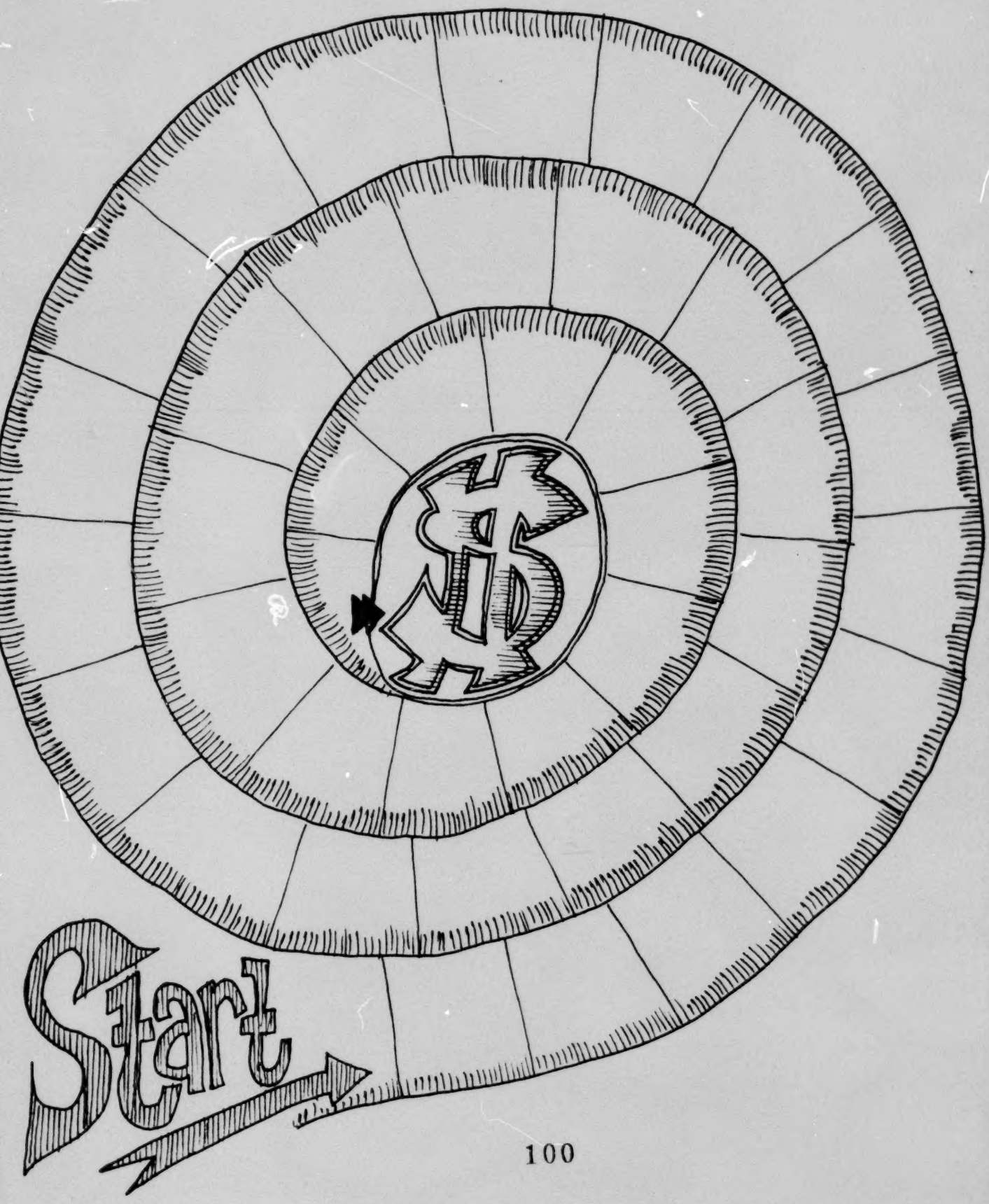
TIME REQUIRED: Varied

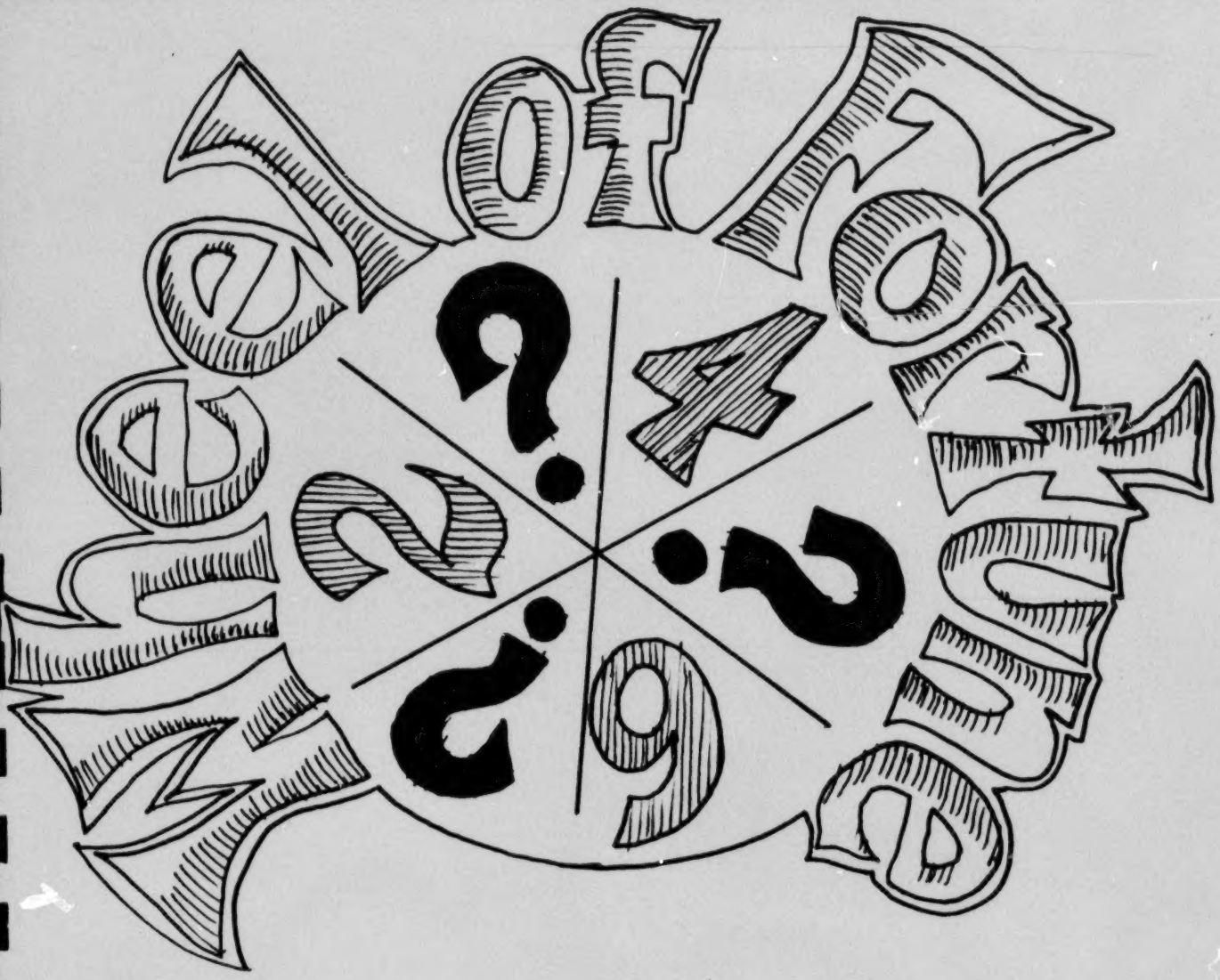
SIZE: Two or More Players

MATERIALS: Game Board, Rules, Chance Cards, Career Cards, and Spinner

PURPOSE: To relate job description to title.

DIRECTIONS: Read rules.


Start



RULES

1. This is a game for two or more players.
2. Place cards in card spaces. Description side and question (?) side up.
3. The first player draws the first career card.
4. The player reads the description and guesses the job title.
5. The player then looks on the back of the card to check his answer.
6. If the answer is incorrect, the player remains where he is.
7. If the answer is correct, the player spins the spinner.
8. The player moves forward the number of spaces indicated by the spinner.
9. If the spinner stops on (?), the player draws a chance card and follows the instruction on the card.
10. The cards are then placed on the bottom of the stack.
11. The first person to reach the fortune wins.

Chance Card

Ordered to go to school at own expense - move back four spaces

Chance Card

Sold a piece or real estate for $4,000 profit - move forward 2 spaces

Chance Card

Missed 4 days work because of machinery breakdown - move back 2 spaces

Chance Card

Completed night school in data processing - jump forward 2 spaces

Chance Card

Collected a $500.00 bad debt past due - move forward 1 space

Chance Card

Lost pocketbook containing $500.00 - move back 1 space

Chance Card

Stepped in a hole and broke foot which insurance did not pay for week's absence at work - move back 6 spaces

Chance Card

Inherited $4,000 from an unknown aunt - move forward 4 spaces

102

Chance Card

Someone backed into new Ford stationwagon and left site - $200.00 repairs - move back 1 space

103

Career Card

Assists passengers in and out of the cab, handles their luggage, and also picks up and delivers packages.

Career Card

Seek out, analyze, and interpret many different kinds of information.

Career Card

Handles proper work necessary to account for each piece of rolling stock and to transact business with freight shippers and the traveling public.

Career Card

Leads congregations in worship services and may administer the rites of baptism.

Career Card

One who plans, designs and supervises the arrangement of outdoor areas for people to use and enjoy.

Career Card

One who sorts mail according to typ and destination, and works behind t window in the post office, sells stamps, etc.

Career Card

One that sells insurance.

Career Card

They select and organize collections of books, pamphlets, manuscripts, periodicals, clippings and reports; and assist readers in their use. Receives the payments made by customer.

Career Card

They plan and design buildings and other structures.

Career Card

Controls the flow of electric power in the generating station from generators to outgoing power lines.

Career Card

Receives the payments made by customers for goods and services.

Career Card

Record financial affairs of businesses.

RAILROAD CLERK	MARKETING RESEARCH ANALYSTS	TAXI DRIVER
MAIL CLERK	LANDSCAPE ARCHITECT	MINISTER
ARCHITECTS	LIBRARIANS	INSURANCE SALESMAN
BOOKKEEPERS	CASHIER	SWITCHBOARD OPERATOR

CA-W

TITLE: Choose A Job Inventory

TIME REQUIRED: 20 minutes

SIZE: Unlimited

MATERIAL: Handout

PURPOSE: Expose students to different occupations and make T.A. aware of students' interests.

DIRECTIONS:

1. Give handout to each student.
2. Have them complete them and hand them in.
3. Analyze each handout separately and discuss with students individually.

CHOOSE A JOB INVENTORY

Directions

Here is a list of want ads for jobs, such as the ones in the classified section of a newspaper. First, read all the want ads. Then, put a check ( ) next to ten of the jobs which you think you would most like and would be able to get if you were an adult. Be sure to check ten, no more or no less. (Count your checks carefully when finished.) Remember that most jobs can be had by either men or women.

For example:

_____ 1. Waiter (waitress) needed for restaurant.

_____ 2. Research assistant needed for educational concern.

_____ 3. Cab driver needed for airport route.

There are no right or wrong answers, we are only interested in your feelings regarding possible occupations.

CA-W

School _____ Date _____

Age _____ Grade _____ Sex _____

_____ 1. Doctor needed for small-town hospital.

_____ 2. Economic Analyst needed for motor oil firm; central offices.

_____ 3. Legal secretary willing to take responsibility for three-man office: attractive, enjoys meeting the public.

_____ 4. Ironing done in my home.

_____ 5. Fashion designer with oomph needed for successful, highly creative botique.

_____ 6. Plasterer wanted for work with building contractor.

_____ 7. Teachers: register now for openings with Sunnyside School District.

_____ 8. Unskilled labor--openings now at Bureau of Employment.

_____ 9. Sanitation workers needed for work on garbage trucks.

_____10. Bookkeepers: openings now with established firm.

_____11. Aggressive salesman needed for great new product.

_____12. Secretarial openings at the telephone company.

_____13. Graduate scholarship offered; to apply, you must have at least a B+ average.

_____14. Housecleaners needed for housekeeping service.

_____15. Computer programmer wanted for Data Institute.

_____16. Airline ticket counter needs reservations agent.

_____17. Airline pilot for flights to Europe and the Far East; must speak French.

_____18. Managers for motel/apartments near beach.

_____19. Child care, light housekeeping, live in.

_____20. Accounts payable clerk for medium-sized, expanding firm, experienced.

_____21. Dental assistant--experienced only.

_____22. Public relations for international Trade Company, bright, attractive people to meet the public.

_____23. Experienced printer; must be junior college graduate.

_____24. Fry cook for hamburger stand. Days, 7 to 5.

_____25. Delivery person, Western Union Telegraph Company.

_____26. Operator, no experience necessary. Western Union Telegraph Company.

_____27. Salesperson for department store.

_____28. Technical writer. Do yo want a specialized career? High salary, S and S Agency. Applicants should submit manuscripts.

_____29. Manager needed for travel agency. Old, well-known agency needs top-flight agent with experience. Willing to travel.

_____30. College president. Ph.D. required, also college administrative experience.

_____31. Law firm needs ambitious, bright young person for interesting work.

_____32. Commercial artists: here is an opportunity to plan your own campaign. BEEA Agency.

_____33. Bookkeeper for small office. Regular hours.

_____34. Florist shop needs a person for flower arrangements, sales.

_____35. Chef for French, elegant restaurant.

_____36. Farm workers, jobs now on local farm.

_____37. Plastics factory needs inspectors for assembly line.

_____38. Ditch diggers for water project.

_____39. Correspondence school needs people to stuff, address envelopes.

_____40. Dishwasher for restaurant.

SESSION VI

TITLE: Wanted: The Right Person

TIME REQUIRED: 40 min. (two sessions)

SIZE: Unlimited

MATERIALS: Slips of paper with occupations on them. Two for each occupation. Want ads.

PURPOSE: To become aware of different job qualifications. To learn the purpose of want ads.

DIRECTIONS:

1. Cut out copies of each occupation and had out to students. Be sure that at least two students receive each occupation.
2. Have students pretend tney are the boss and need to hire a person for each occupation. Have them list the items you would look for in prospective employees such as personality, interests, physical qualifications, or education, etc.
3. Have students who have the same occupation team up and write a want ad for that job.
4. Discuss want ads as a group and post on bulletin board. What could have been left out, what should have been added, etc.

OPTION: Have students look up actual want ads in paper and see how accurate they were in their requirements.

WELDER	WELDER	DISHWASHER	DISHWASHER
TAXI DRIVER	TAXI DRIVER	CASHIER	CASHIER
SECRETARY	SECRETARY	CONSTRUCTION WORKER	CONSTRUCTION WORKER
WAITRESS	WAITRESS	POLICEMAN	POLICEMAN
MINISTER	MINISTER	NURSE	NURSE
POSTAL CLERK	POSTAL CLERK	DENTAL ASSISTANT	DENTAL ASSISTANT
LIFE GUARD	LIFE GUARD	LAWYER	LAWYER

40-1

TITLE: Interests and Abilities Quiz

TIME REQUIRED: 10 minutes

SIZE: Individual

MATERIALS: Quiz and Pencil

PURPOSE: To relate job to job description.

DIRECTIONS: Student answers quiz.
Discuss responses.
Have student circle one that is desirable.

INTERESTS AND ABILITIES QUIZ

Select the interest or ability which will make the following statements true. Record your answer in the blank space.

_____ 1. (Social Service) (Outdoor) (Mechanical) work is performed outside most of the time as farmers, forest rangers.

_____ 2. (Mechanical) (Clerical) (Artistic) work is performed with machines and tools as a sheet metal worker, carpenter.

_____ 3. (Clerical) (Scientific) (Computational) involves work with numbers as an accountant, bookkeeper.

_____ 4. (Social Service) (Scientific) (Musical) likes to discover new facts and solve new problems, as a chemists, nurse, doctor.

_____ 5. (Persuasive) (Clerical) (Musical) likes to deal with people and promote new products or ideas as salesman, store clerk, minister.

_____ 6. (Scientific) (Artistic) (Social Service) likes creative work as an architect, painter, dress designer.

_____ 7. (Mechanical) (Musical) (Literary) enjoys either listening to or performing as a musician.

_____ 8. (Musical) (Artistic) (Literary) enjoys reading and writing as a teacher, actor, novelist.

_____ 9. (Scientific) (Clerical) (Social Service) likes to help people as a nurse, minister, social worker.

_____ 10. (Clerical) (Mechanical) (Literary) likes office work as a bookkeeper, secretary, statistician.

TITLE: What's My Line?

TIME REQUIRED: 20 minutes

SIZE: Small or large group

MATERIALS: Slips with occupations and clues.

PURPOSE: Acquaint the students with jobs and duties on the job.

DIRECTIONS: A student draws a card which contains an occupation and a clue. He signs in by writing the clue on the board. The rest of the group is divided into 3 teams. The first team is allowed one question that has a yes or no answer. After the question, they may or may not choose to guess the occupation. If they are right, they get a point. If they are wrong, the other teams get a point. If the answer is incorrect, the next team gets a turn, and so on, until the correct occupation is guessed. Start with a different team on each occupation.

OPTION: 1. A written activity could be made for listing all the clues and having students guess the occupations to see who can get the greatest number of correct answers.

Travel Agent (Hint: Go Away)	Lawyer (Hint: Protector)	Pharmacist (Hint: Medicine Man)
Pet Shop Owner (Hint: Wags & Chirps)	Demolition Expert (Hint: Big Bang)	Mathematician (Hint: 1, 2, 3)
Anesthetist (Hint: Sandman)	School Counselor (Hint: Troubleshooter)	Orthodontist (Hint: Bite Please)
College President (Hint: Campus Chief)	Elevator Operator (Hint: Ups & Downs)	Basketball Player (Hint: Big Bouncer)
Postal Carrier (Hint: Stampwalker)	Model (Hint: Stand Still)	Life Insurance Salesperson (Hint: Live Long)
Army General (Hint: Shoulder Stars)	Stockbroker (Hint: Bull & Bear)	Rabbi (Hint: Amen)
Roofer (Hint: Always on Top)	Architect (Hint: Sticks & Stones)	Taxi Driver (Hint: Where to?)

TITLE: Rank and Rerank

TIME REQUIRED: 2 sessions (40 min.)

SIZE: Unlimited

MATERIALS: Handout

PURPOSE: Realize that different jobs have different status to people. Gain information about different jobs. See influence that knowledge about a job has on people's feelings about that job.

DIRECTIONS:

1. Make a transparency of the chart to use with an overhead projector.
2. Ask each student to list the fifteen jobs, ranking them in order from most desirable to least desirable. Stress that this is personal opinion and there is no correct answers.
3. Tally the results on the chart.
4. Examine the results with the class.
5. Circle the two jobs that were ranked lowest by a majority of the students. Ask them why they think these jobs were rated low. If a low-priority job has been rated much higher by one student, ask him to give his reasons. Have other students give supporting reasons for their rankings.
6. Repeat #5, using two highest ranking jobs.
7. Give out information sheet about jobs.
8. Repeat #2 - #6. Ask students if they changed ranking and if they did, why.
9. Ask the students if "what other people think about an occupation" will affect their job choice. Why or why not.

Job Information List (Salary, Education Required, Hours, Job Security)

1. Butcher - 4.46 to 5.51 an hour, high school education plus 2 or 3 years on the job training, 8 hours a day, 5 or 6 days a week, good.
2. Construction Worker - 5.00 to 5.50 an hour, little formal training, at least 18 yrs. old and good physical condition, 8 - 10 hrs. a day, 5 - 6 days a week, poor (seasonal, daily weather conditions effect job).
3. Teacher - Ave. 10,460 a year, bachelor's degree, 4 yrs. college, Ave. 40 hrs. a week, good.
4. Housewife - No Income, none, 10 hrs, excellent.
5. Physical Therapist - 10,400 ave. per year.
6. Truck Driver - 15,800 ave., many physical requirements, pass road tests, 21 yrs. of age, good driving record, be able to read, write, and speak English, 50 hour week is common, good.
7. Secretary - 550 - 625 ave., high school with additional secretarial training preferred, 8 hrs. day, 5 days a week, good.
8. Cook - 2.46 to 4.63 per hour, on the job training or vocational training after high school, 40 to 48 hrs. a week including evening, holiday & weekend work, good.
9. Doctor - 44,000 ave., high school, 4 years college, 4 years medical school, 1 year internship, long working days and irregular hours, excellent.
10. Oceanographer - 12,000 - 18,000, 4 years college plus some special training, long irregular hours, away from home for long stretches, good.

CA-W

Job Information List (Salary, Education Required, Hours, Job Security)

1. Butcher - 4.46 to 5.51 an hour, high school education plus 2 or 3 years on the job training, 8 hours a day, 5 or 6 days a week, good.
2. Construction Worker - 5.00 to 5.50 an hour, little formal training, at least 18 yrs. old and good physical condition, 8 - 10 hrs. a day, 5 - 6 days a week, poor (seasonal, daily weather conditions effect job).
3. Teacher - Ave. 10,460 a year, bachelor's degree, 4 yrs. college, Ave. 40 hrs. a week, good.
4. Housewife - No Income, none, 10 hrs, excellent.
5. Physical Therapist - 10,400 ave. per year.
6. Truck Driver - 15,800 ave., many physical requirements, pass road tests, 21 yrs. of age, good driving record, be able to read, write, and speak English, 50 hour week is common, good.
7. Secretary - 550 - 625 ave., high school with additional secretarial training preferred, 8 hrs. day, 5 days a week, good.
8. Cook - 2.46 to 4.63 per hour, on the job training or vocational training after high school, 40 to 48 hrs. a week including evening, holiday & weekend work, good.
9. Doctor - 44,000 ave., high school, 4 years college, 4 years medical school, 1 year internship, long working days and irregular hours, excellent.
10. Oceanographer - 12,000 - 18,000, 4 years college plus some special training, long irregular hours, away from home for long stretches, good.

SESSION VII

TITLE: Change Nonsense into Sense

TIME REQUIRED: 25 minutes
Optional

PURPOSE: Awareness of work habits.

DIRECTIONS:

1. Divide into any size teams.
2. Give each team a list of scrambled sentences provided.
3. Set time limit--team with most correct sentences wins.
4. Discuss importance of various work habits.

Sentences (Good Work Habits)

1. Be on time, coming and going.
2. If you cannot be at work, call the boss to tell him.
3. When you're on the job, work on the job.
4. Do what you're asked to do.
5. Be willing to accept constructive criticism.
6. Take pride in your work.
7. Don't be afraid to make mistakes, you will learn from them.
8. Try to do the best you can.
9. Be a good listener.
10. The key to success is a good attitude.

(See attached student sheet.)

Change Nonsense Into Sense Name _____

1. Coming be time and on going.

2. At you call if boss cannot to work the him tell be.

3. On job you're when job work on the the.

4. Asked you're what do do to.

5. Criticism to be constructive willing accept.

6. In pride your take work.

7. You make afraid don't them from will mistakes to be learn.

8. Best the do can you try to.

9. A be listener good.

10. Attitude to is key good the a success.

TITLE: How Are Your Work Habits?

TIME REQUIRED: 15 minutes

SIZE: Individual

MATERIALS: Pencil, Handout

PURPOSE: To analyze individual work habits.

DIRECTIONS: Student rates work habits.
Discuss questions.
File.

Name _____

HOW ARE YOUR WORK HABITS?

Listed below are common activities desired by employers. In the blank, rate yourself using numbers (1) excellent, (2) good, (3) fair, (4) poor, and (5) very poor, as they would relate to the job you do in school.

_____ WORKS ACCURATELY

_____ DOES NEAT WORK

_____ SEES THE JOB THROUGH (DOES NOT QUIT BECAUSE IT GETS DIFFICULT)

_____ ALWAYS PROCEEDS IN AN ORDERLY MANNER

_____ COOPERATES WITH OTHERS

_____ KEEPS BUSY

_____ PROPER CONDUCT

_____ GETS ALONG WELL WITH OTHERS

_____ ACCEPTS CRITICISM WITHOUT BECOMING UPSET

_____ CARES FOR EQUIPMENT (BOOKS, DESKS, ETC.)

_____ USES EQUIPMENT PROPERLY

_____ ECONOMICAL USE OF MATERIALS (DOESN'T WASTE THINGS)

_____ FOLLOWS ORDERS AND INSTRUCTIONS

_____ USES EFFICIENT WORKING METHODS

_____ USES SAFETY AND HEALTH PRECAUTIONS

_____ PRACTICES CLEANLINESS AND GROOMING

Which of the above do you think is the very most important? Explain.

List the next four in their order of importance, writing a sentence to explain why you think each of them is important.

TITLE: Work Habits Survey

TIME REQUIRED: Teacher time is required. 10-15 min. individual conference suggested

SIZE: Individual

MATERIALS: Survey handouts

PURPOSE: The student will become aware of how his/her teachers view his/her work habits. This analysis may help the student establish goals to improve work habits.

DIRECTIONS: This survey could be given to one or all of the student's teachers by the student. The form could either be returned to the student or to the TA, whichever would be the more convenient system.

After all of a student's forms have been returned, schedule a time to talk with the student. You may wish to use some of the following questions.

QUESTIONS:

1. How do your teachers' responses compare to your own analysis of work habits on the handout "How Are Your Work Habits"?
2. Do your work habits vary in different classes? Why?
3. Do you feel that your work habits in Jr. High would be as important as your work habits in Sr. High? On your first job?

CA-W

WORK HABITS - TA SURVEY

Student _____ TA _____
Class _____ Teacher _____

Please rate this student's work habits on the spectrum provided.

	All of the time	Most of the time	Sometimes	Never
Does neat, accurate work				
Completes assignments Sees the job through				
Is organized (materials, work processes, etc.)				
Cooperates and gets along with students				
Cares for equipment (books, desks, etc.)				
Is punctual				

Grade at this time _____
Suggestions for improvement:

CA-W

WORK HABITS - TA SURVEY

Student _____ TA _____
Class _____ Teacher _____

Please rate this student's work habits on the spectrum provided.

	All of the time	Most of the time	Sometimes	Never
Does neat, accurate work				
Completes assignments Sees the job through				
Is organized (materials, work processes, etc.)				
Cooperates and gets along with students				
Cares for equipment (books, desks, etc.)				
Is punctual				

Grade at this time _____
Suggestions for improvement:

CA-G

TITLE: Cooperation Game

TIME REQUIRED: 20 minutes

SIZE: Groups of five

MATERIALS: Set of squares and instruction sheet for each five participants, table for each five participants, stiff paper, envelopes

PURPOSE: Student becomes aware of necessity for and advantages of cooperative behavior.

DIRECTIONS:

1. Before class, prepare a puzzle set for every five students who will want to participate. (See directions on a following page.)

2. Begin by asking what cooperation means.
List on the board some of the requirements for cooperation within a group.

   Examples: Everyone has to understand the situation.
   Everyone needs to believe that he can help.
   Instructions need to be clear.
   Everyone must consider the other people involved as well as himself.

   Describe the activity as a puzzle that can only be solved by using cooperation.

3. Divide the class into groups of five, and seat each group at a table equipped with a set of envelopes. Tell the players they may choose an envelope but may not open it until given a signal.

4. Explain the following instructions, and then read aloud the rules.

   INSTRUCTIONS:

   Each player has an envelope containing pieces for forming squares. At a signal, everyone opens his envelope. The five people at each table begin trying to make five squares of equal size. The game is not complete until <u>everyone</u> has before him a perfect square and all the squares are the same size.

   RULES:

   No player may speak.
   No player may ask for a card or in any way signal that he wants one.
   Players may give cards to other players.
   Monitors may not speak to or signal players.

5. Give the signal to open the envelopes.

6. When all or most of the groups have finished, call time and discuss the experience.

DIRECTIONS FOR PUZZLE PREPARATION

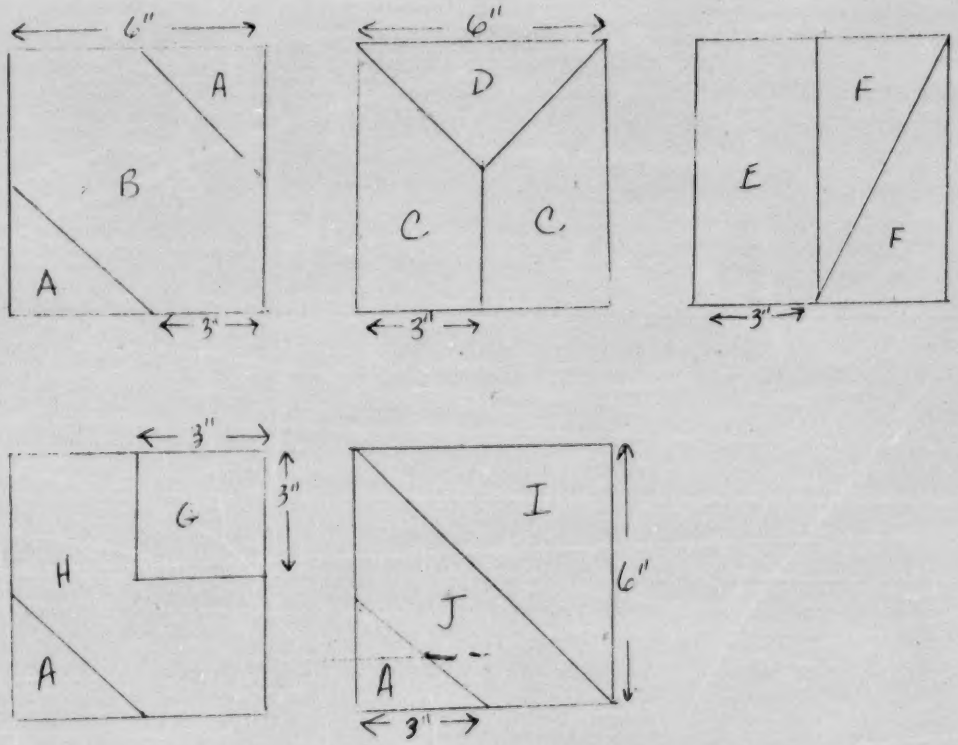
A puzzle set consists of five envelopes, each containing three pieces of stiff paper cut into distinctive shapes. When properly arranged, the pieces will form five 6" x 6" squares. There are other possible combinations which will form one or two squares; but only one arrangement will make five squares of equal size, as shown in the diagrams below.

DIRECTIONS

Number the five envelopes from 1 through 5. Draw the five 6" squares and their divisions. Lightly pencil in the small letters as noted below. Cut out squares. Cut the fifteen pieces and separate into five groups, each to be placed in an envelope, as follows:

1. e, h, i
2. a, a, a
3. c, d, f
4. b, g, j
5. a, c, f

Erase penciled letters and replace with inked numbers showing in which envelope the pieces belong. Place puzzle pieces in envelopes.



SESSION VIII

CE-W

TITLE: Word Ladder

TIME REQUIRED: 20 minutes

SIZE: Unlimited

MATERIALS: Handout

PURPOSE: Acquaint them with vocabulary about jobs.

DIRECTIONS: Have the students fill in the definitions using the list. Then have them fill in word ladder.

WORD LADDER

1. The person for whom you work is your _____.
2. _____ are things that are advantages for a person.
3. _____ are the money a company gives you in addition to your salary.
4. When your are asked to work beyond the normal hours, you should receive _____ pay.
5. If this extra time is on a holiday, you may receive _____.
6. Some companies include benefits such as reduced _____ rates for their employees.
7. Employers and the government supply funds through the _____ program to provide insurance against injury, unemployment, etc.
8. A period of time when you are not obliged to work is a _____.
9. Sometimes you and your employer agree on a monthly _____ rather than an hourly wage.
10. You may receive your _____ every week, every 2 weeks or every month.
11. Before you are hired, it is usually necessary to have a personal _____ with your prospective employer.

1. Workmen's Compensation
2. Employer
3. Bonuses
4. Paychecks
5. Salary
6. Benefits
7. Day off
8. Triple time
9. Overtime
10. Insurance
11. Interview

W _

O _ _ _ _ _ _ _ _

_ R _ _ _ _ _ _ _ _ _ _

_ _ L _ _ _

D _ _ _ _ _ _

_ O _ _ _ _ _

_ _ _ _ F _ _ _

_ _ _ _ _ _ _ _ _ W

_ _ _ _ O _ _ _

_ _ _ _ R _ _ _ _

_ _ _ _ _ _ _ _ K _

SESSION IX

CA-W

TITLE: Who Owns the Quote? TIME REQUIRED: 20 minutes

SIZE: Unlimited MATERIALS: Tally handout

PURPOSE: To point out that certain jobs are sex-role stereotyped.

DIRECTIONS: Teacher reads the following sixteen quotes. Each student indicates whether the person speaking is a male or female. After you have read the quotes, compare results. Ask all participants to count the number of times a large majority agreed upon which sex would probably make the statement. (A large majority is approximately 75%.)

Quotations:

1. "Okay, man, get moving!"
2. "And be sure to wash your face."
3. "Operator. May I help you?"
4. "Good evening, passengers. I will be your captain on this flight."
5. "Darling, thank you for the flowers."
6. "You're so kind to stop and fix my tire."
7. "Would you like to dance?"
8. "Now hand me the half-inch box-end wrench."
9. "And may he rest in peace forever. Amen."
10. "DARN IT!"
11. "Wow! What a beautiful body!"
12. "Get out of the way. I'm coming through...."
13. "We think he's pretty cute, too--worth all those two a.m. feedings and diaper changes."
14. "When I grow up, I'm going to be a fireman."
15. "My hands used to be dry and hard; now my skin in so soft and smooth. It's that new soap."
16. "My grandfather gave it to me. It was his watch on the railroad."

QUESTIONS:

1. Pick the one that most everyone agreed on and ask, "Why was that one so obvious?"
2. Pick one that there was a split over and ask, "Why was there disagreement on this one?"
3. How have you learned to expect a particular role for a particular sex?
4. Is it possible that cultural conditioning is partly responsible for these stereotypings?
5. Do you expect these sex-roles to change in the next 20 years?

OPTIONS:

Each can be recorded by a male and a female and then the same instructions followed.

Tally Sheet for "Who Owns the Quote?"

Quote	My Opinion		Group Opinion	
	Male	Female	Male	Female
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

TITLE: Women and Work

TIME REQUIRED: 15 min.

SIZE: Small group (girls)

MATERIALS: Women and Work Handout

PURPOSE: To make students aware of the role of women in the working world.

DIRECTIONS: Have students fill out the questionnaire as best they can. Then have each student share her answers with one or two other students and agree on group responses. Finally, read the answers proven by research. Stop for discussion on any answers that seem to cause surprise or doubt.

QUESTIONS:

1. Why do many women seek a paying job?
2. Are there some jobs that women probably couldn't do as well as men?
3. What types of careers have seemed closed to women in the past?
4. Do you think that there is more emphasis on jobs of women now than when your mother was your age?
5. Why is it that during the times when our country has been at war, women have been urged to enter the work force, but immediately after a war many magazine articles, books, TV shows, etc. stress the woman's role at home and as a mother? Do you think this was by choice or weren't there enough jobs?
6. Do you plan to work most of your adult life? Would it be important to you to have your own career?

Research Response

1. 40%
2. 55%
3. 55%
4. 25%
5. 3% - 4%
6. 1% - 2%
7. b
8. 65%
9. c
10. a
11. b
12. b

CA-W

WOMEN AND WORK

Name _____

Here are some statements about women and work. Select one of the answers to each question and place a check mark in the box opposite that answer in column 1, "My Response."

Question	My Response	Group Response
1. About what percent of all adult women are either working or looking for work? a. 20% b. 40% c. 60% d. 80%		
2. About what percent of women between the ages of 20-24 are working? a. 25% b. 35% c. 45% d. 55%		
3. About what percent of women between the ages of 45-54 are working? a. 25% b. 35% c. 45% d. 55%		
4. If you added the number of women in these five occupations (secretary, household worker, bookkeeper, elementary school teacher, and waitress), what percent of all working women would that number represent? a. 10% b. 25% c. 40% d. 55%		
5. About what percent of architects or draftsmen or lawyers are women? a. 3-4% b. 13-14% c. 23-24%		

Name _____

Question	My Response	Group Response
6. About what percent of all dentists or engineers are women? a. 1-2% b. 11-12% c. 21-22%		
7. When men and women are employed in the same occupation, how do their salaries in general compare? a. They are about the same. b. Women usually earn less than men.		
8. In a survey, 1900 companies were asked if they questioned the advisability of putting women in supervisory positions. About what percent answered yes? a. 25% b. 45% c. 65% d. 85%		
9. Of the following, which do you think is the least important explanation for the disadvantaged place of women in the world of work? a. Societal attitudes b. Woman's basic and historical role as mother and homemaker c. Laws which discriminate against women d. Women's expectations of themselves		
10. If you selected twenty storybooks or novels and listed all of the heroes and heriones, what would you find? a. Most would be men. b. About an equal number would be men and women.		

Name _____

Question	My Response	Group Response
11. A man and woman have equal financial resources. Both are married, but not to each other. The man is a plumber; the woman is the wife of a plumber. If each attempted to purchase a car on a time payment plan, what would probably happen?		
a. There would be no difference in their obtaining credit.		
b. It would be more difficult for the woman to obtain credit.		
c. It would be more difficult for the man to obtain credit.		
12. John and Mary have equal abilities and interests. If each applied for admission to a medical school, what would probably happen?		
a. They would have an equal chance of being admitted.		
b. John's chances of being admitted would be greater than Mary's.		
c. Mary's chances of being admitted would be greater than John's.		

SESSION X

TITLE: Why People Aren't Hired (puzzle)

TIME REQUIRED: 1 Session

SIZE: Unlimited

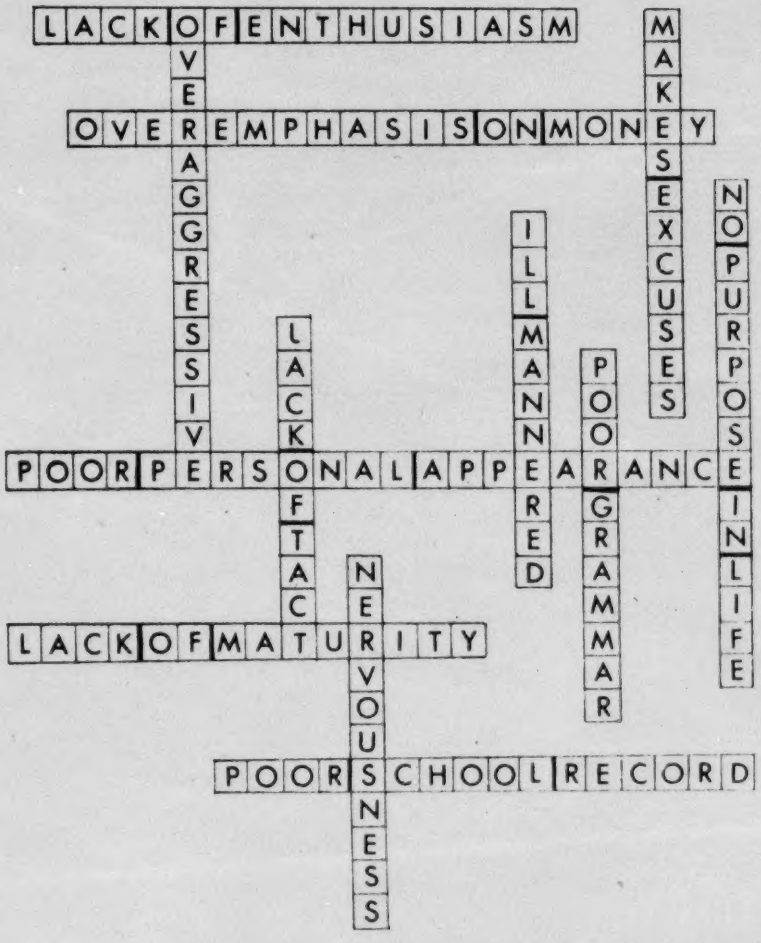
MATERIALS: 1 Puzzle for each student.

PURPOSE: Expose students to actual reasons why people are not hired during an employment interview. (research: Northwestern University)

DIRECTIONS: Students singly or in groups supply the reasons "why people aren't hired" into the appropriate blanks. They are arranged in the list by the number of needs in the entry.

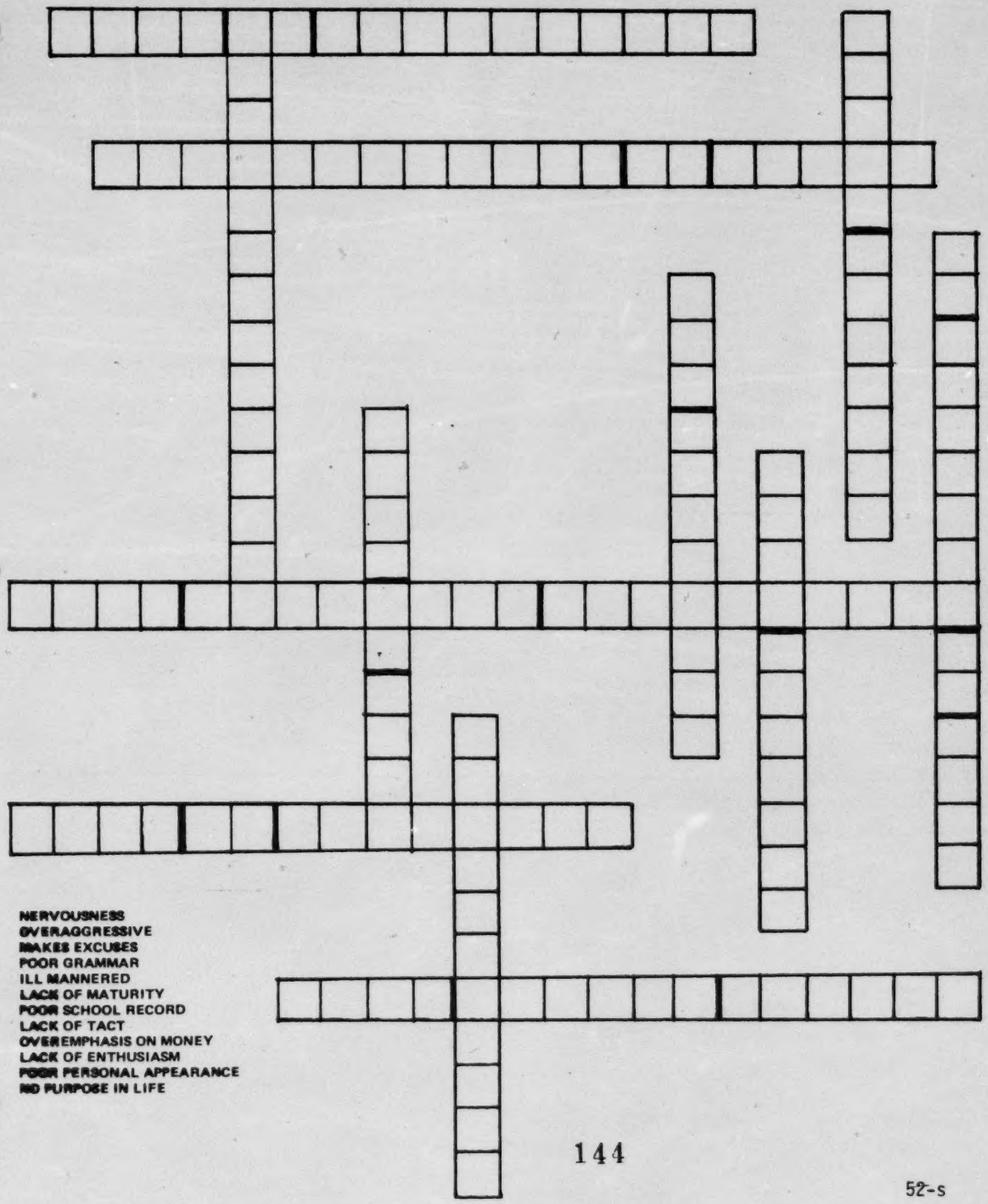
Discussion may follow.

Why People Aren't Hired



52-1

Why People Aren't Hired



NERVOUSNESS
OVERAGGRESSIVE
MAKES EXCUSES
POOR GRAMMAR
ILL MANNERED
LACK OF MATURITY
POOR SCHOOL RECORD
LACK OF TACT
OVEREMPHASIS ON MONEY
LACK OF ENTHUSIASM
POOR PERSONAL APPEARANCE
NO PURPOSE IN LIFE

TITLE: Employer-Employee Relations

TIME REQUIRED: 20 minutes

SIZE: Unlimited

MATERIALS: Hand Out

PURPUSE: Decision making, job attitudes, skills.

DIRECTIONS: Divide into small groups, let each group discuss one of the incidents and report back to the entrire group.

ACTIVITY 16

CASE STUDIES IN EMPLOYER-EMPLOYEE RELATIONSHIPS

COOPERATION

A number of customer complaints were made to the manager of a small department store about the poor service rendered by the sales clerks. Most of the complaints mentioned situations taking place during the hour between noon and 1 p.m. As the experienced sales clerks got their choice of lunch hours, most of them went to lunch between noon and 1 p.m. This left the newer, inexperienced girls to handle the customers during this time.

Customer traffic is particularly heavy during this time, and the manager requested all employees to be on the floor during this hour each day. Lunch hours are to be taken only between 11 a.m. and noon or between 1 p.m. and 2 p.m. Barbara had been taking her lunch hour at noon since she began working in the store six months ago. As she usually had lunch with a friend, Barbara continued leaving at noon. The manager noticed this and warned her that if it occurred again her services would no longer be needed. Barbara, thinking she had "earned" the right to a noon lunch hour, felt the manager was being unfair.

Does Barbara have a right to continue taking a noon lunch hour? Why or why not?

_____

_____

_____

How could this disagreement have been avoided?

_____

_____

_____

Since the disagreement did occur, what can be done to solve it?

_____

_____

_____

HONESTY

Janet, 19, was a bookkeeper for a local service station. She was recently hired for this job, and Mr. Jones, her employer decided to test her honesty. He placed 35¢ extra in the cash register to see what she would do about it. Janet decided to keep the 35¢ for herself because it was "over." She knew that she should record it in the "cash short and over" ledger, but she was dishonest. Her employer fired her. He told her that if she would take a small amount now that she might take a larger amount later.

Do you think Janet was dishonest?

Do you think Janet's employer was justified in firing her? Why?

Linda and Lisa are secretaries in a large corporation that manufactures motor vehicles. Linda always arrives at least 10 to 15 minutes late, then goes in the ladies room to put on her make-up. She finally gets to her desk about 8:30. Lisa always arrives at her desk promptly at 8 a.m. and begins her work. Even though Linda has better secretarial skills than Lisa, Lisa got a raise when it came time for salary review and Linda didn't.

Do you think Linda's employer had a right to hold back her raise for being late? Why?

If you were Linda, what would you do to improve your chances of getting a raise next time?

INITIATIVE

Maime, age 17, was a waitress at a Greyhound bus stop restaurant during the summer between her junior and senior years in high school. When the buses were in, all the girls were very busy waiting on customers; but after the buses left, most of the girls sat down to drink a coke, eat, or just relax. Maime never sat down on duty. She kept busy cutting up lemons for tea or filling napkin holders and salt an pepper shakers. She could always see what needed to be done, and she did it. The restaurant manager noticed her initiative and gave her a $2 per shift raise.

If you were Maime's boss, would you have given her the raise? Why?

Do you believe that time seems to pass faster when you are busy?

Initiative is not always rewarded with an immediate pay raise. If you felt that no raise in pay was forthcoming, would it still be worth the effort to look around to see what needs to be done and do it? Why or why not?

WILLINGNESS TO LEARN

Mary was a clerk typist in a large employment agency. She had a new typewriter which used carbon ribbons that needed changing every few days. She always asked one of the other girls in the office to change the ribbon for her, which the girls soon began to resent. Mary was unwilling to learn how to change her typewriter ribbon, because she didn't want to get carbon smudges on her hands.

How would Mary benefit by learning to change the typewriter carbon ribbon for herself?

_____

_____

_____

If you were an employer, what would you do about an employee who was not willing to learn?

_____

_____

_____

WILLINGNESS TO LEARN

John, 20, worked at Graham's Garage. He was unusually slow in performing brake jobs for customers. When his supervisor tried to show him how he could do it faster, he refused to listen. He said that his way was the best even though it was slower. John had shown a similar attitude about other jobs around the garage, always insisting on doing things his way--whether his way was best or not. His supervisor finally had to fire him because of his unwillingness to learn.

Could John's supervisor have done anthing to make John a more productive worker? What would you have done if you were his supervisor?

_____

_____

_____

_____

WILLINGNESS TO FOLLOW DIRECTIONS

Susan, 18, is a statistical typist for a local accounting firm. Her employer gives her directions on how to type the charts for each job. Sometimes Susan changes the format slightly, thinking her way is better, only to have the work returned to be retyped. After spending two days retyping a piece of work, her employer warned her that if she failed to follow directions again, she would be fired.

Suppose that Susan's way is the better way. Should she still do it her employer's way? Why or why not?

DEPENDABILITY

The Home Improvement Center hired Arnold part time to stack lumber, make deliveries, and assist wherever needed. His duties for a particular day were not usually known ahead of time, but he was given direction each afternoon when he reported for work. Last Tuesday he was stacking lumber. When he finished the job, early in the afternoon, his boss told him to take off early as everything seemed to be caught up. The next day Arnold didn't show up for work at all. When he came in on Thursday afternoon, the boss told Arnold he was fired. It seemed that on Wednesday morning the Center had made a lot of sales which were to be delivered that afternoon. Since Arnold didn't show up or call in, the manager hired another boy to make the deliveries.

Was the manager unfair to Arnold?

Suppose that Arnold was ill on Wednesday. What could he have done to save his job?

ENTHUSIASM

Maggie, 18 has just completed high school and has her first job as a receptionist in a savings and loan company. She is extermely enthusiastic about her job and smiles amiably at everyone who comes into the bank Many people stop to chat with her just because she seems so friendly. She looks forward to going to work every morning and is sorry when her workday is over. Maggie can hardly wait to get home each night to tell her family and friends about the interesting and exciting things that happened to her at work.

Do you think Maggie's enthusiasm will help make her a happy person? Why or why not?

_____

_____

_____

ACCEPTANCE OF CRITICISM

Jack was a checker in a large grocery store. He was a good worker, very dependable, and never late for work. However, he made at least one mistake a day on his cash register receipts because he tried to ring up the groceries too fast. The manager became weary of seeing notes in Jack's cash register each day explaining his errors, so he decided to speak to Jack about it. He suggested that Jack should slow down a little and try to be more accurate. Jack became very upset and quit his job because he could not accept constructive criticism.

If you were Jack, what would you have done?

_____

_____

_____

LOYALTY

"I don't like working for Mr. Jones," said Joan to her friend, Lynn one day at lunch. "I'd rather work for Mr. Baxter; at least he takes interesting cases."

A lady at the next table overheard Joan and Lynn's converstation and since she was a friend of Mr. Jones' wife, could hardly wait to tell her what she had heard. Mr. Jones promptly told her husband and the office atmosphere suddenly became very strained.

Who was the cause of the unpleasant office atmosphere? Why?

_____

_____

TITLE: Great on Goofy Job Interview.

TIME REQUIRED: 20 Minutes.

SIZE: Small or Large Group.

MATERIALS: Instruction Cards
(teachers need to make)
Interviewer Sheet

PURPOSE: Students should be aware of what a job interview involves and behaviors appropriate during an interview.

DIRECTIONS: Have two students role-play an interview. The one who is the interviewer should choose an instruction card. The instruction card should contain three of the following directions for the interviewer to act out. The interviewer should be given a list of possible questions to ask. After the interview, the other members of the class list what good things he did and what things he should not have done.

INTERVIEWEE LIST:

Teacher should write three of these on each Instruction Card

Bring letters of reference
Ask for a cigarette
Look at the ceiling
Slump in the chair
Be courteous
Look at the person asking the questions
Mumble
Sit Straight
Talk too much
Speak distinctly
Tap fingers on the desk
Hum to yourself
Tap your foot
Be on time for your interview

INTERVIEWER SHEET:

Some suggestions to talk about

1. How much education have you completed?
2. Could you get references? Who?
3. What kind of future plans do you have?
4. Why would you like this job?
5. Do you realize what your responsibilities would be? Explain
6. What other jobs have you had? When? How long did you work at this job?
7. Talk about pay or benefits.
8. Talk about dress for the job.
9. The hours the job will involve.

OPTION: 1. As an alternate to the role play, you could make a list of proper and improper actions and have them circle the proper actions and check the improper actions.

SESSION XI

TITLE: Do you have the skills for the job? TIME REQUIRED: Varies. See test.

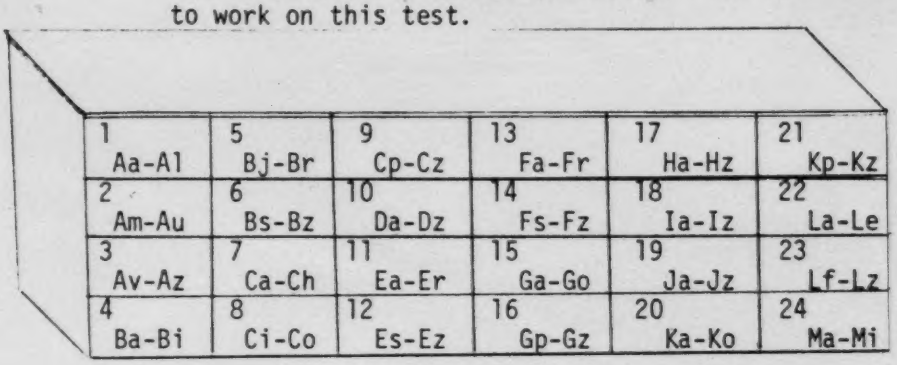
SIZE: Unlimited MATERIALS: Handouts

PURPOSE: To show the students what skills are necessary and might appear on a job application.

DIRECTIONS: These tests each have separate directions. You may use all or part of them.

Test 1 Alphabetizing 3 minutes

Instruction: After each name, write the number of the drawer in which that record should be filed. Work quickly and accurately. The first two are marked correctly. You have 5 minutes to work on this test.



1 Aa-Al	5 Bj-Br	9 Cp-Cz	13 Fa-Fr	17 Ha-Hz	21 Kp-Kz
2 Am-Au	6 Bs-Bz	10 Da-Dz	14 Fs-Fz	18 Ia-Iz	22 La-Le
3 Av-Az	7 Ca-Ch	11 Ea-Er	15 Ga-Go	19 Ja-Jz	23 Lf-Lz
4 Ba-Bi	8 Ci-Co	12 Es-Ez	16 Gp-Gz	20 Ka-Ko	24 Ma-Mi

Ehlers, J. 11
Franklin, M. 13
Johnson, D. _____
Caleen, M. _____
Kalter, S. _____
Smart, M. _____
Gillert, B. _____
Able, G. _____
Gonner, L. _____
Decker, F. _____
Banker, J. _____
Landers, A. _____

Lincoln, T. _____
Founder, L. _____
Arman, H. _____
Degner, D. _____
Ibler, S. _____
Ensen, B. _____
Henley, B. _____
Kuper, C. _____
Draper, A. _____
Gresler, K. _____
Builder, R. _____
Mesner, F. _____
Crell, P. _____

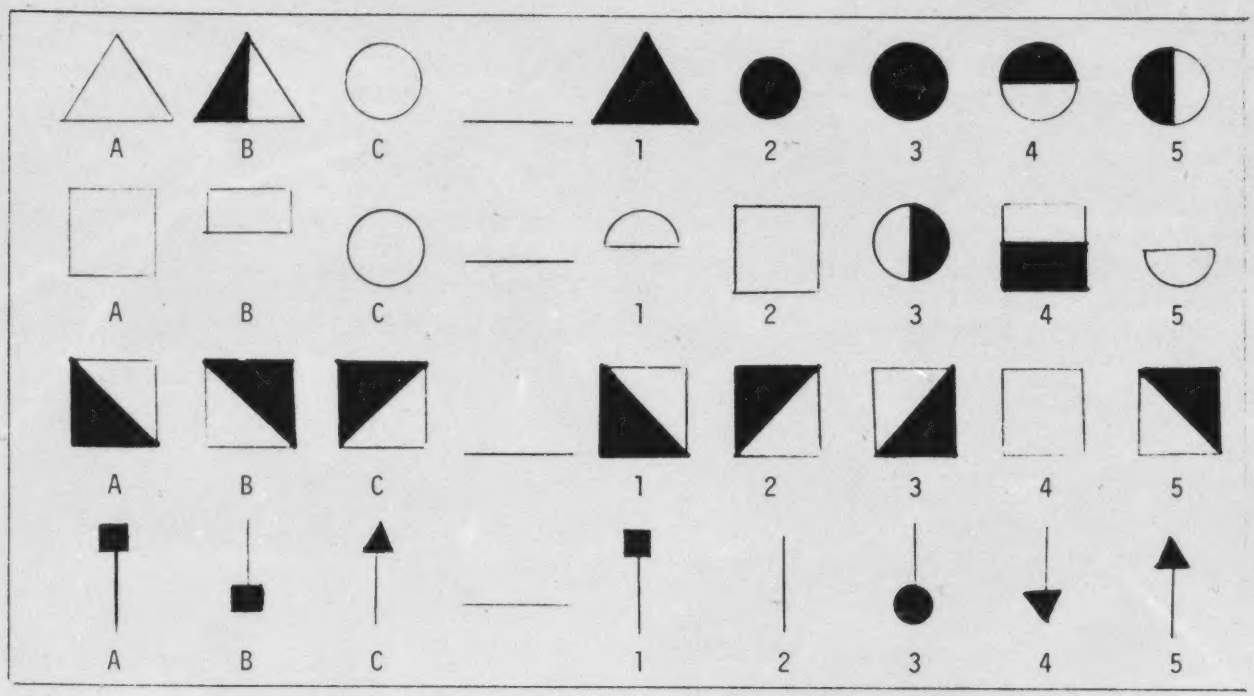
TITLE: Vocabulary Test TIME: Three minutes

DIRECTIONS: This test measures how well you understand the meanings of words. Put a check beside the best answer for each word.

1. Panic means _____decorate _____cluster _____sudden fear _____puffing sound
2. Haste means _____linger _____unhurried _____speed _____wasteful
3. Combine means _____activate _____blend _____harness _____stack
4. Refrain means _____abstain _____react _____respect _____heed
5. Equip means _____supplies _____prepare _____assist _____pack
6. Luscious means _____delicious _____desperate _____excited _____drunk
7. Novice means _____officer _____beginner _____expert _____religious leader
8. Compel means _____force _____match _____reject _____destroy
9. Humble means _____angry _____sloppy _____greedy _____meek
10. Anonymous means _____amorphous _____quiet _____tiresome _____unnamed
11. Meager means _____plentiful _____meek _____scanty _____submissive
12. Variable means _____cloudy _____changeable _____unapproachable _____unavoidable
13. Minimal means _____microscopic _____least possible _____infinite _____median
14. Chaos means _____violence _____extreme disorder _____military rule _____misunderstanding
15. Disgress means _____turn aside _____weaken _____take apart _____give up
16. Manipulate means _____control _____to build _____to hinder _____exercise
17. Validate means _____appraise _____confirm _____nullify _____improve
18. Sustenance means _____encouragement _____vitality _____nourishment _____improve
19. Contingent means _____adjoining _____scornful _____satisfied _____dependent
20. Qualm means _____a measure of quantity _____peace _____responsiblility _____sudden misgiving or fear

TITLE: Recognizing Shapes TIME REQUIRED: 2 minutes

DIRECTIONS: Each row below is a problem in which A is related to B in some way. Find the rule by which A is changed to make B. Then use the same rule to find out how C should be changed. One of the figures at the right side of the page is the correct answer. The first one is done for you.



TITLE: Reading Skills TIME REQUIRED: 3 minutes

DIRECTIONS: Read the directions below and the statements at the right. Circle the number of the phrase that best completes each statement.

Sort first-class mail by size. Put a rubber band around each group of a different size. If a letter is bulky, seal the flap so the contents won't fall out on the way to the mail room.

Separate air mail, special delivery, and foreign mail from other mail. Write the type of special handling needed in the lower left-hand corner of the envelope.

If the contents of an envolope are held by a paper clip, make sure the clip isn't under the upper right-hand corner of the envelope. (This might damage the postage machine.)

You may enclose a letter in a package if you write on the outside "Letter Enclosed." Also, be sure to pay the extra postage.

1. Put a rubber band around letters of different:

   (1) contents; (2) colors; (3) sizes; (4) countries.

2. If a letter is bulky:

   (1) seal it; (2) put a rubber band around it; (3) write "Special Delivery" on it; (4) write "Letter Enclosed" on it.

3. When a letter needs special handling, write the type of handling:

   (1) on the flap; (2) under the postage stamp; (3) in the upper right-hand corner of the envelope; (4) in the lower left-hand corner of the envelope.

4. Make sure that paper clips aren't under:

   (1) the flap (2) the upper right-hand corner of the envelope; (3) the lower left-hand corner of the envelope; (4) the rubber band.

5. You may enclose a letter in a package if you:

   (1) enclose a paper clip; (2) write "First-Class Mail" on the outside; (3) write "Letter Enclosed" on the outside; (4) seal the flap.

TITLE: Recognizing Errors TIME: 5 minutes

DIRECTIONS: Below is a list of names and amounts of money. Compare each line of the COPY at the bottom of the page with the same line in the first list. Each "word" or "abbreviation" or "figure" in the copy which is not exactly the same as in the first list is ONE error. In each line, mark every word or abbreviation or figure that is wrong. Then count the errors in each line and write the total number in the space at the right. If there are no errors, write "NONE." The first line has been done for you.

	Name	Amount
1.	Dr. Allan Axelrod	$6590.30
2.	Mr. Charles Kissel	1858.00
3.	Miss Alicia Gomez	4221.54
4.	Prof. Frank Miller	1324.99
5.	Mrs. Russell Tyler	2873.12
6.	Dr. Samuel Rubenstein	3650.42
7.	Miss Frances Parris	5871.93
8.	Mr. Richard Schiffer	5021.65
9.	Dr. John Wilkens	4676.02
10.	Mrs. Ann McManus	6333.63

COPY

	Name	Amount	Number of Errors
1.	Mr. Allen Axelrod	$6930.30	4
2.	Mr. Charles Kissell	1585.00	_____
3.	Miss Alice Gomez	4221.45	_____
4.	Prof. Frank Miller	1324.99	_____
5.	Mr. Russel Taylor	2872.13	_____
6.	Dr. Samuel Rubenstien	3650.43	_____
7.	Miss Francis Paris	5781.95	_____
8.	Mr. Richard Shiffer	5021.65	_____
9.	Mr. John Wilkins	4767.20	_____
10.	Mrs Ann MacManus	6336.33	_____

Test _____ Spelling Time: 5 minutes

Instructions: Some of the words below are correctly spelled and some are not. Where the spelling is wrong, write the correct spelling in the space following the word. Do nothing when a word is spelled correctly. Work quickly.

1.	privelege	_____	26.	enjoyment	_____
2.	beleive	_____	27.	invisable	_____
3.	alright	_____	28.	fountain	_____
4.	alphabet	_____	29.	won't	_____
5.	voice	_____	30.	comittee	_____
6.	interest	_____	31.	orange	_____
7.	sincerely	_____	32.	embarass	_____
8.	truely	_____	33.	bussiness	_____
9.	pencil	_____	34.	label	_____
10.	ocur	_____	35.	pannel	_____
11.	changeable	_____	36.	neccesary	_____
12.	skiing	_____	37.	turquoise	_____
13.	friend	_____	38.	should	_____
14.	invoise	_____	39.	except	_____
15.	ninty	_____	40.	finnaly	_____
16.	happyness	_____	41.	guard	_____
17.	selling	_____	42.	vaccuum	_____
18.	thier	_____	43.	receive	_____
19.	could've	_____	44.	necklace	_____
20.	fourty	_____	45.	answer	_____
21.	atheletic	_____	46.	realy	_____
22.	bannana	_____	47.	minute	_____
23.	direction	_____	48.	reserch	_____
24.	foriegn	_____	49.	sweater	_____
25.	equipment	_____	50.	allready	_____

CA-W

TITLE: McDonald's Job Application

TIME REQUIRED: 1 session

SIZE: Unlimited

MATERIALS: Sample application; Phone directories

PURPOSE: To acquaint students with the process of filling out a job application.

DIRECTIONS: Distribute applications to advisees. Discuss the purpose of the exercise and have them begin filling it out. Respond to questions on an individual basis. (Note: Stress the importance of asking about items that are not understood, both in this exercise and in a real situation.

SAMPLE COPY

McDONALD'S®

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ (LAST / FIRST / MIDDLE) AGE _____

PRESENT ADDRESS _____ (NO. & STREET / CITY / STATE) HOW LONG THERE? _____

PREVIOUS ADDRESS _____ (NO. & STREET / CITY / STATE) HOW LONG THERE? _____

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____ DATE OF BIRTH _____ HEIGHT _____

WEIGHT _____ MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____ CITIZEN OF U. S. A.? _____

NO OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ REFERRED BY _____

EDUCATION

NAME AND ADDRESS OF LAST SCHOOL ATTENDED _____ DATES _____

CIRCLE LAST YEAR COMPLETED — GRADE 5 6 7 8 HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4

SPECIAL TRAINING AND SKILLS _____

MILITARY

BRANCH _____ FROM _____ TO _____ RANK _____ TYPE DISCHARGE _____ DRAFT CLASS _____

FORMER EMPLOYERS

LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

EVER DISCHARGED FROM A JOB? _____ MAY WE CALL PRESENT EMPLOYER? _____ EVER BONDED? _____

EVER REFUSED BOND? _____ EVER APPLY OR WORK AT McDONALD'S® BEFORE? _____ WHERE? _____ WHEN?

EVER ARRESTED? _____ IF SO, PLEASE EXPLAIN _____

DO YOU HAVE ANY OVERDUE BILLS? _____ IF SO, PLEASE EXPLAIN _____

PHYSICAL RECORD

HAVE YOU ANY DEFECTS IN HEARING? _____ IN VISION? _____ IN SPEECH? _____

ANY OTHER PHYSICAL DEFECTS? _____

WERE YOU EVER INJURED? _____ GIVE DETAILS _____

IN CASE OF EMERGENCY NOTIFY _____ (NAME / ADDRESS / PHONE NO.)

FORM 187

56-S-1. 159

REFERENCES GIVE BELOW THE NAMES OF THREE PERSONS, EXCLUDING RELATIVES AND FORMER EMPLOYERS, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

APPLICANT'S AVAILABILITY

		MON	TUES	WED	THURS	FRI	SAT	SUN
PART TIME ☐	DAY							
FULL TIME ☐	NITE							

HOURS ON OTHER JOB (IF APPLICABLE)

AS A CONDITION OF MY APPLICATION AND OR EMPLOYMENT, I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS JUST CAUSE FOR DISMISSAL. IF HIRED, I AGREE TO FOLLOW THE RULES AND REGULATIONS OF HEALTH AND LEGAL AUTHORITIES AND SUCH RULES AND REGULATIONS THAT McDONALD'S SYSTEM, INC., OR ANY OF ITS LICENSEES MAY FROM TIME TO TIME PRESCRIBE, INCLUDING, IF NOT PROHIBITED BY LAW, LIE DETECTOR TESTS. MY REFUSAL TO COOPERATE WILL BE JUST CAUSE FOR DISMISSAL.

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

EMPLOYEE RECORD

NEW HIRE ☐ REHIRE ☐ WILL REPORT _____ HIRED BY _____ (SIGNATURE—POSITION)

IF REHIRE, GIVE DATE OF LAST TERMINATION _____

REMARKS _____

RATE CHANGES	
DATE	NEW RATE
	$

TERMINATION

DATE _____ QUIT ☐ REASON: MIL TRANSFER ☐ FAMILY RELOCATION ☐ DISSAT. ☐ RETURN SCHOOL ☐ OTHER ☐

PERFORMANCE SUMMARY

	EXC.	GOOD	FAIR	POOR
ATTENDANCE				
COMPATABILITY				
QUALITY OF WORK				
HONESTY				
INITIATIVE				
APPEARANCE				

ADEQUATE NOTICE GIVEN? YES ☐ NO ☐

DISCHARGED ☐ ELIGIBLE FOR REHIRE? YES ☐ NO ☐

LEAVE OF ABSENCE ☐ LAYOFF ☐ (CONSIDER REHIRE ON RETURN FROM LEAVE OR LAYOFF)

REMARKS (EXPLAIN TERMINATION FULLY) _____

_____ (SIGNATURE—POSITION)

TITLE: Applying for a Job

TIME REQUIRED: 10-15 minutes

SIZE: Large or small group

MATERIALS: Handout

PURPOSE: Students should realize what might be expected of them when they go to a job interview.

DIRECTIONS: Read the Want Ad for a salesclerk written below. Have each student answer the six multiple choice questions. Discuss what would probably make the most successful interview by going over the correct answers.

OPTIONS: List on the board Do's and Don'ts for a successful interview.

Roleplay some of the situations that could arise if a high school student did some of the things suggested in the multiple choice questions.

Retail saleclerks. High School grads preferred. $60-$75 per week. Apply between 10 and 4 to Personnel Department, Halperin's Department Store, 76 Main St.

---

1. You are dressed
   a. ___ fit to kill.
   b. ___ the way you have seen clerks dressed in stores.
   c. ___ in your casual Saturday clothes.
2. When you get to Halperin's store, you
   a. ___ do some shopping and get your arms full of packages.
   b. ___ wander around the store looking for the Personnel Department.
   c. ___ ask a clerk where the Personnel Department is, and go there.
3. When you get to the Personnel Department, you see there are several people there ahead of you. You
   a. ___ "chicken out" and go home, deciding you can't wait forever.
   b. ___ go in and sit down in an empty chair.
   c. ___ tell the person at the desk why you are there, and ask for an application form.
4. When the interviewer tells you you will have to take a test to show if you are right for the job, you
   a. ___ say, "I don't like tests. I won't take it."
   b. ___ decide this is part of getting the job, and say "Yes, I'll be glad to take it."
   c. ___ burst into tears and run out of the office.
5. After you have finished the test, you are asked to wait again. You
   a. ___ figure you flunked it anyway, so you "cut out."
   b. ___ stroll out in the hall where they'll have to come looking for you.
   c. ___ sit down quietly until you are called.
6. After you have found out you passed the test, you
   a. ___ grab the interviewer's hand and say, "Thanks, when do I start?"
   b. ___ tell the interviewer you can't start work for a month.
   c. ___ find out what he wants you to do next.

SESSION XII

TITLE: Why Work?

TIME REQUIRED: 20 Minutes

SIZE: Unlimited:

MATERIAL: Handout and form filled out during session III

PURPOSE: To see relationships between work and play. Discuss feelings about work and reasons for work. See if students attitudes have changed.

DIRECTIONS:
1. Have Students fill out questionnaire.
2. Discuss results as a group.
3. Handout questionnaires from session II.
4. Discuss any differences in results and why.

Why Work?

Thunder is good, thunder is impressive, but it is lightning that does the work!

- Mark Twain

What is work? _____

_____

What is play? _____

_____

Can work ever be play? _____

_____

Can play ever be work? _____

_____

Why do people work? _____

_____

If you said something like "to earn a living", for a description of work, you certainly identified a major reason. How then would you explain the situation where sometimes the sons and daughters of millionaires do productive work when they don't have to? _____

_____

YOUR OPINION PLEASE!

Would YOU work if yo had all the money you needed? _____

What would happen if EVERYBODY were in this situation? _____

_____

OTHER IDEAS

1. Play Hangman using different jobs.

2. Make career collages from magazines.

3. From magazines, cut out uniforms or parts of uniforms that depict different jobs.

4. Make posters illustrating leisure activities that can be done individually and in groups.

5. Resource speakers. Follow title of unit when choosing a speaker; i.e., session II might require a Personnel Director.

6. Find and list jobs that are no longer necessary.
   Example: town crier, lamplighter, bookcopier, buggy maker
   List jobs that may be no longer necessary in the next 25 years.

7. Select one item - orange juice, toothpaste, steak - trace the different jobs necessary to get the steak, for example, from the cow to your table.

8. List all the jobs involved in making a building - your home, school, hospital, grocery store, etc. - function.

9. Group keep a career notebook of different jobs the group has explored. (possibly place in library for other groups to view)

10. Play Password using different occupations.

11. Have the students write a letter of reference for themselves for an imaginary position.

ONGOING PROJECTS FOR UNIT

12. Assign individual T.A. members jobs/duties to do throughout this unit. Evaluate when completed on established criteria. Examples - take roll. hand out materials, read announcements, take notes, etc.

13. Have a school wide contest using ideas 2,3, and 4 or similar activities. Award prizes. Display around the school.

14. Invite another T.A. to view a job related filmstrip with you. Have questions ready to discuss.

15. Have students bring in an item or article that represents the work of a parent. Have other students guess to which job the item is related.

RESOURCE LIST

These resources are available in the Career Education Center in the PSAB Staff Media Center.

BOOK

Children's Dictionary of Occupations (2)

Bulletin Board Indeas

Elementary Career Education Handbook (9)

FILM LIST

Developing Career Education,7-12 Instructional Units (1,2)

FOLDER (Brown)

Community Resources-Lincoln Public Schools
(alternative activities are provided here)

Games

Scholastic Dimension 1973-74
Scholastic Dimension 1974

Pamphlets

About Getting a Job (6)
Courtesy Costs Nothing-But is worth everything. (4)
Do you want a Summer Job? (6,2)
How to Understand Yourself and Others (4)
Jobs for which a College Education is Usually Required (7,2)
Jobs for which a High School Ed. is Generally Required (7,2)
Jobs for which a High School Education is Preferred but not Essential (7,2)
Job Guide for Young Workers 1968-70 (8,2)
Welcome to Junior High School (4)
Who's Prejudiced? or Why People Act as They Do (4)
Your Attitude and You (4)

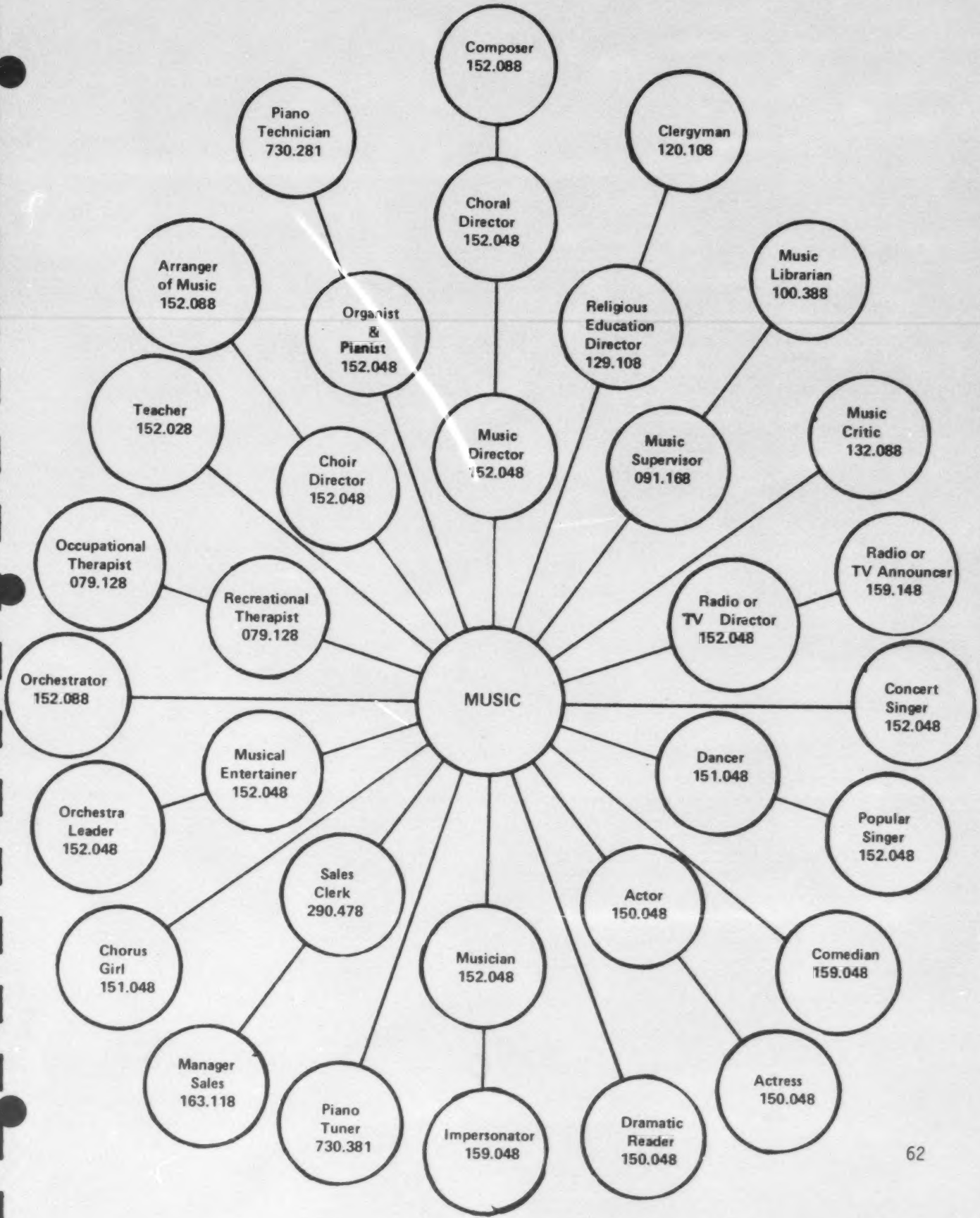
TESTS

Career Education Test Guide (9,6-2,7)
EPIC - Jume 26 - Self Appraisal and Assessment Structure
School Interest Inventory (4)
The Self Directed Search - A Guide to Educational and Vocational Planning by John L. Holland.
Test to Determine Interests and Abilities
(see enclosed sheet)

VISUALS

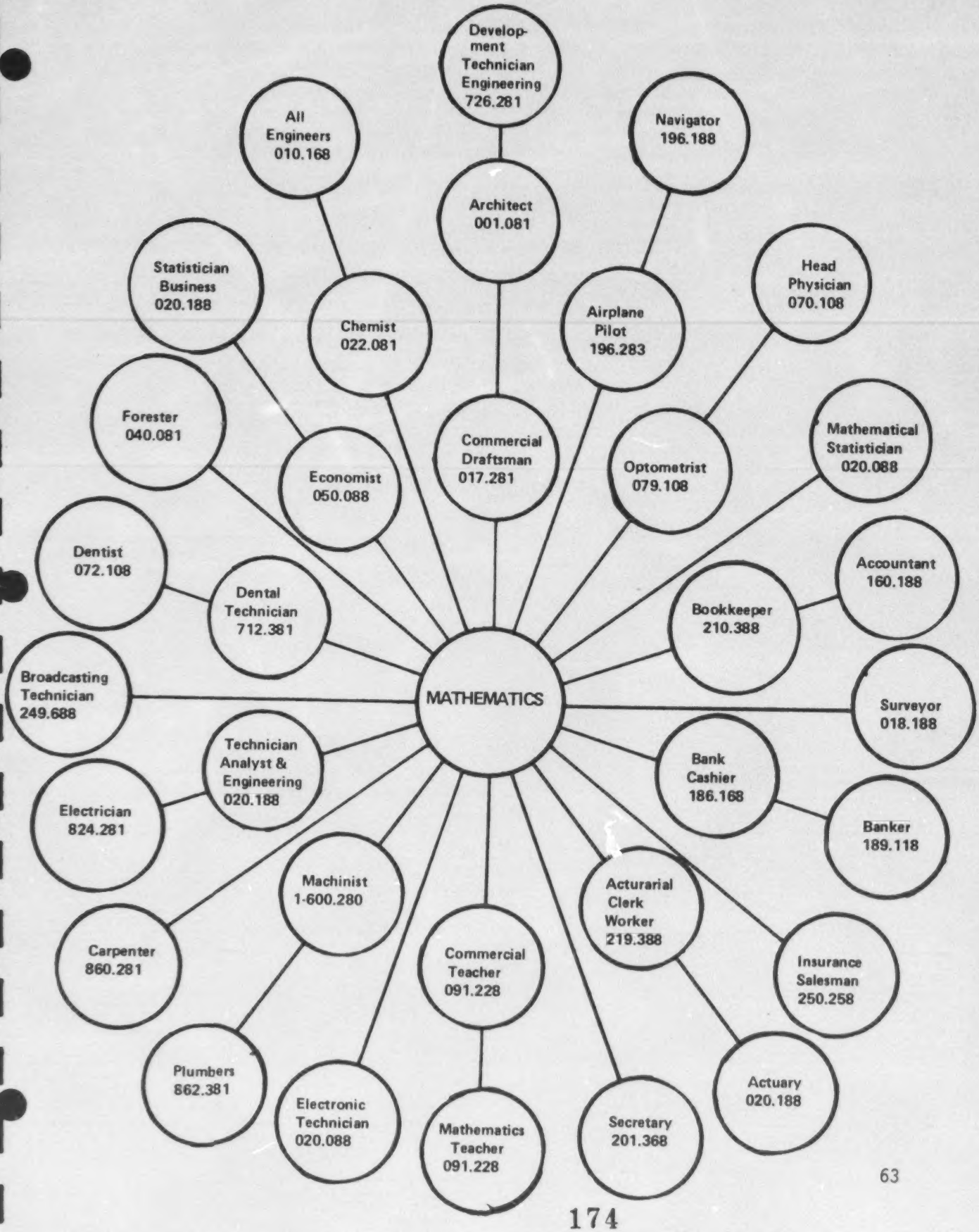
Career Exploration Program for the Middle Grades (2,7)
(Job Cluster visuals included)

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC

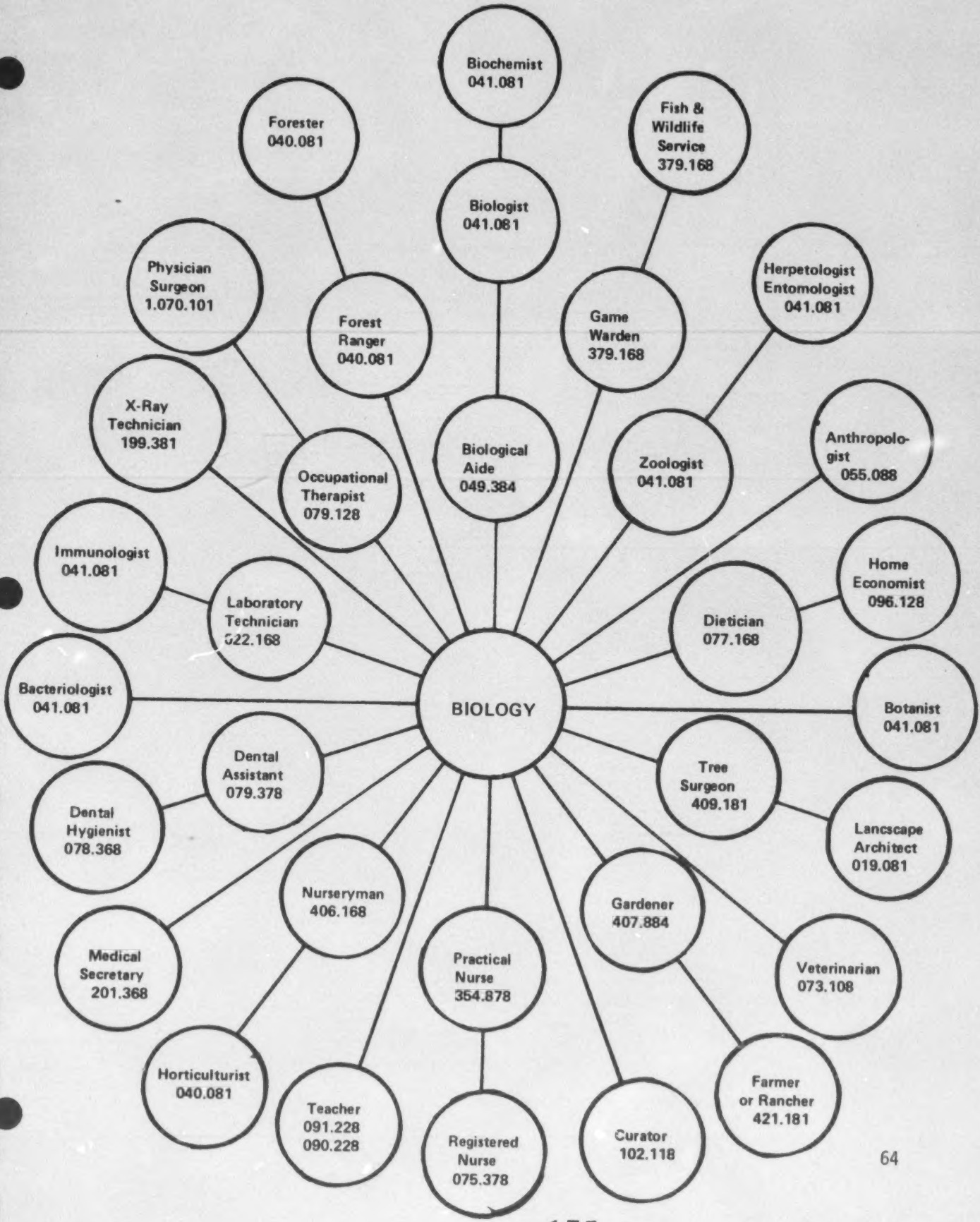


62

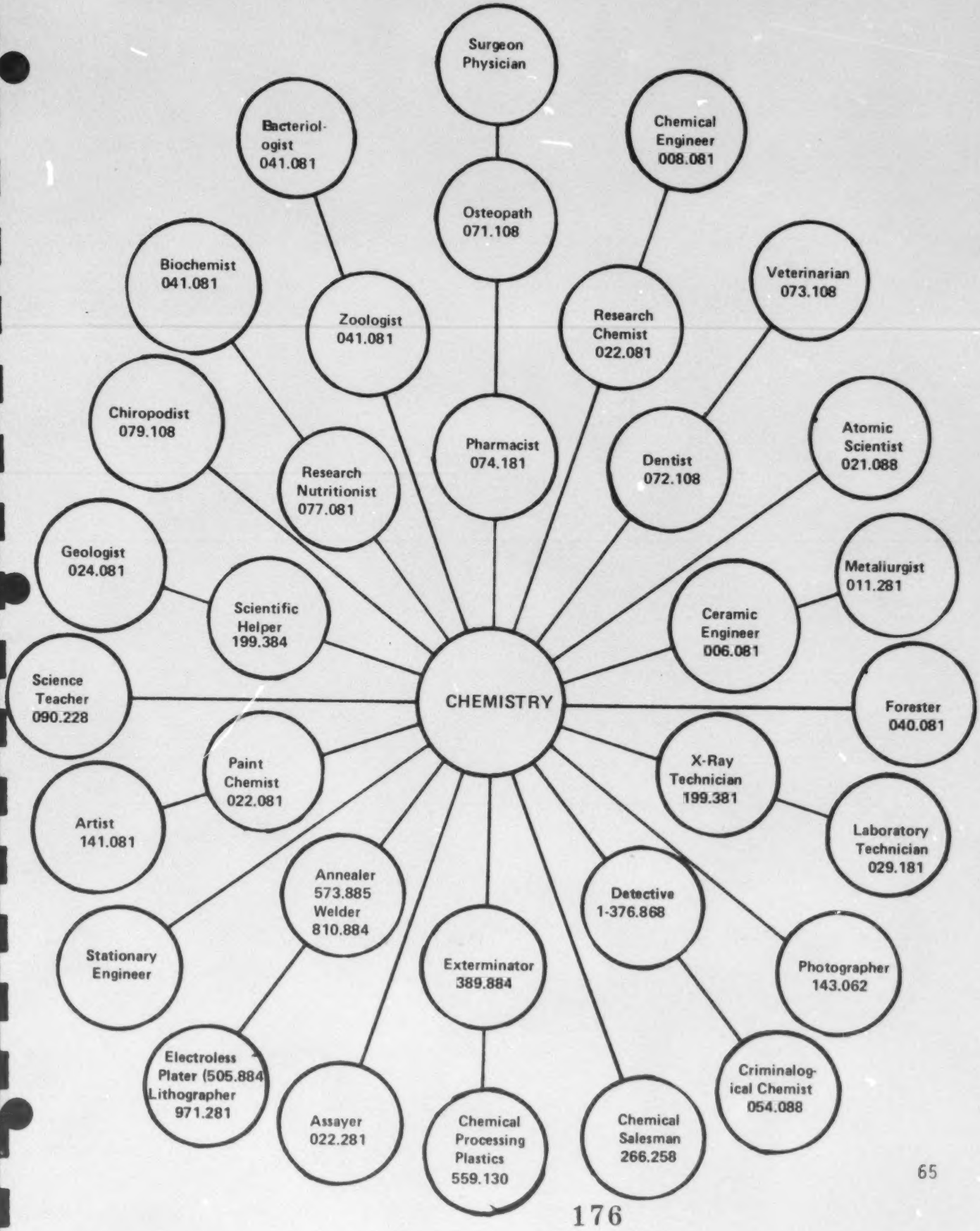
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS



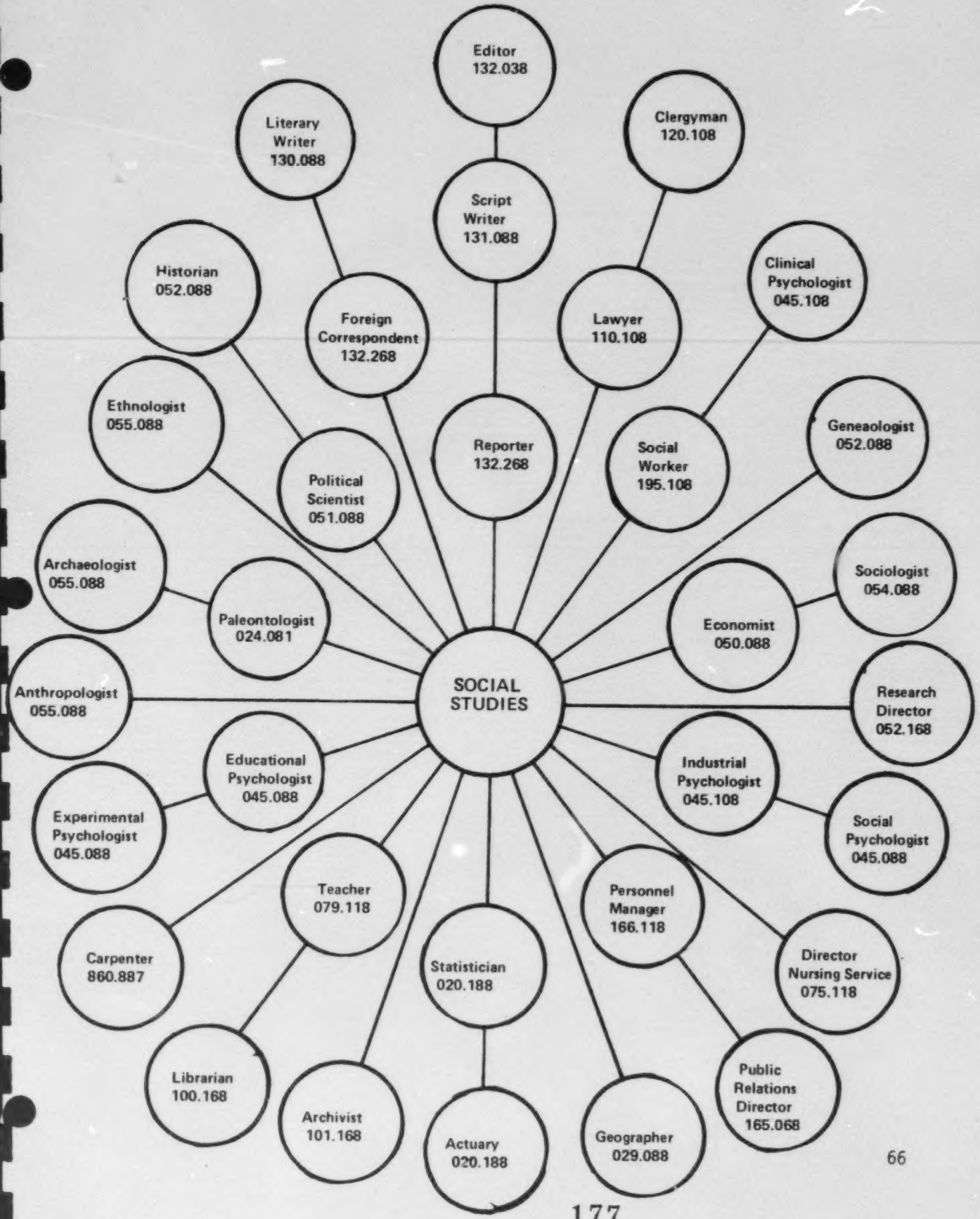
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BIOLOGY



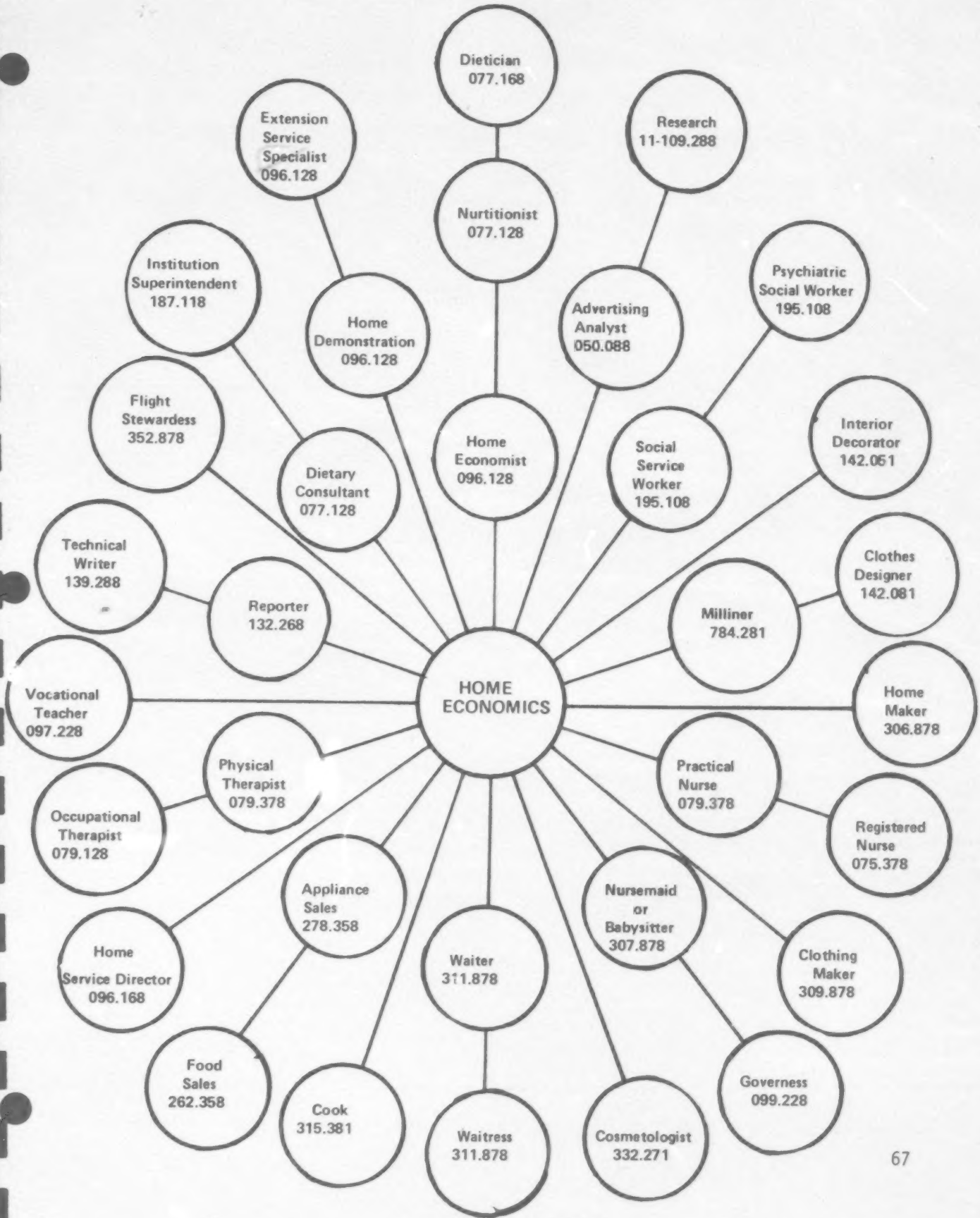
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN SOCIAL STUDIES

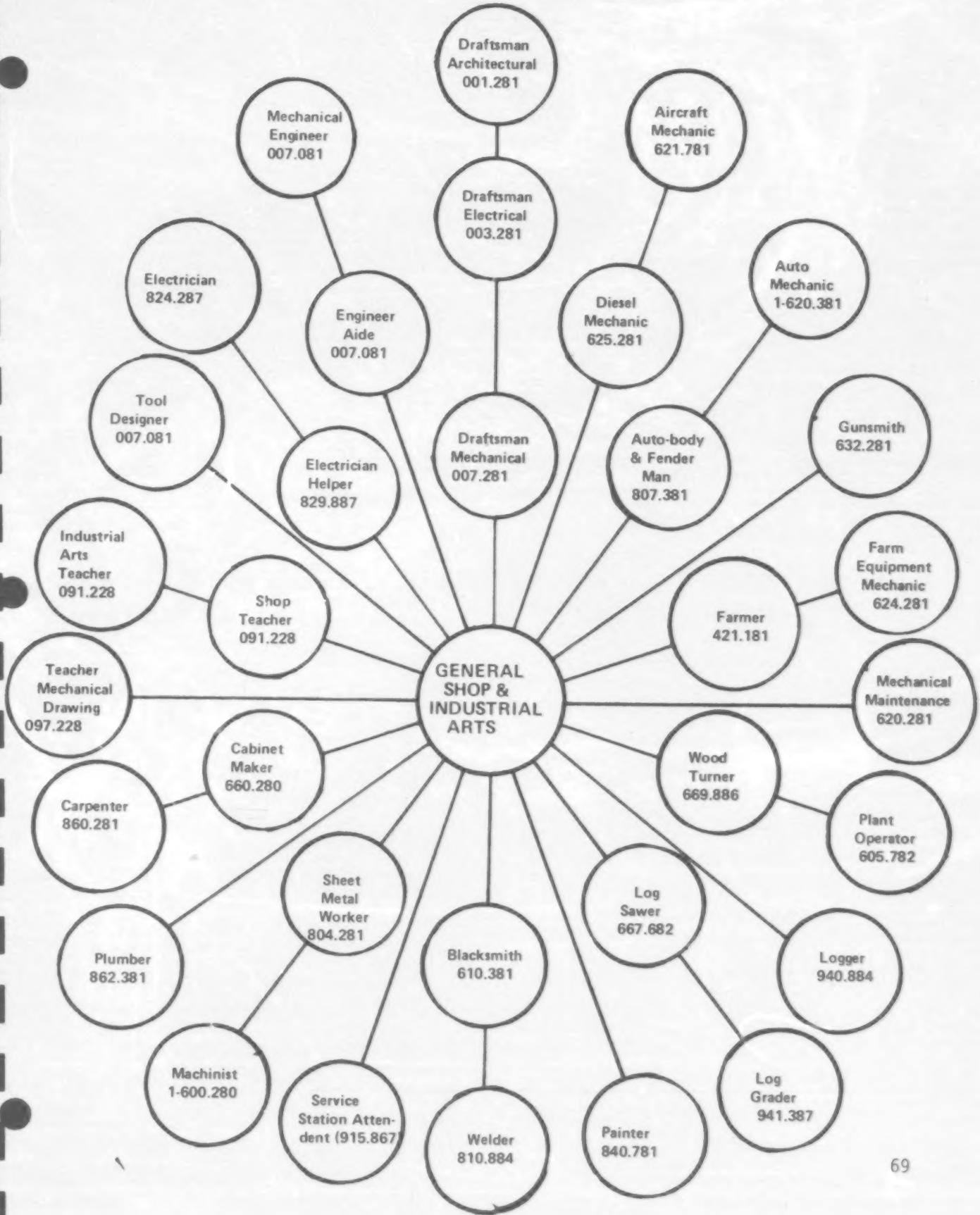


SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HOME ECONOMICS

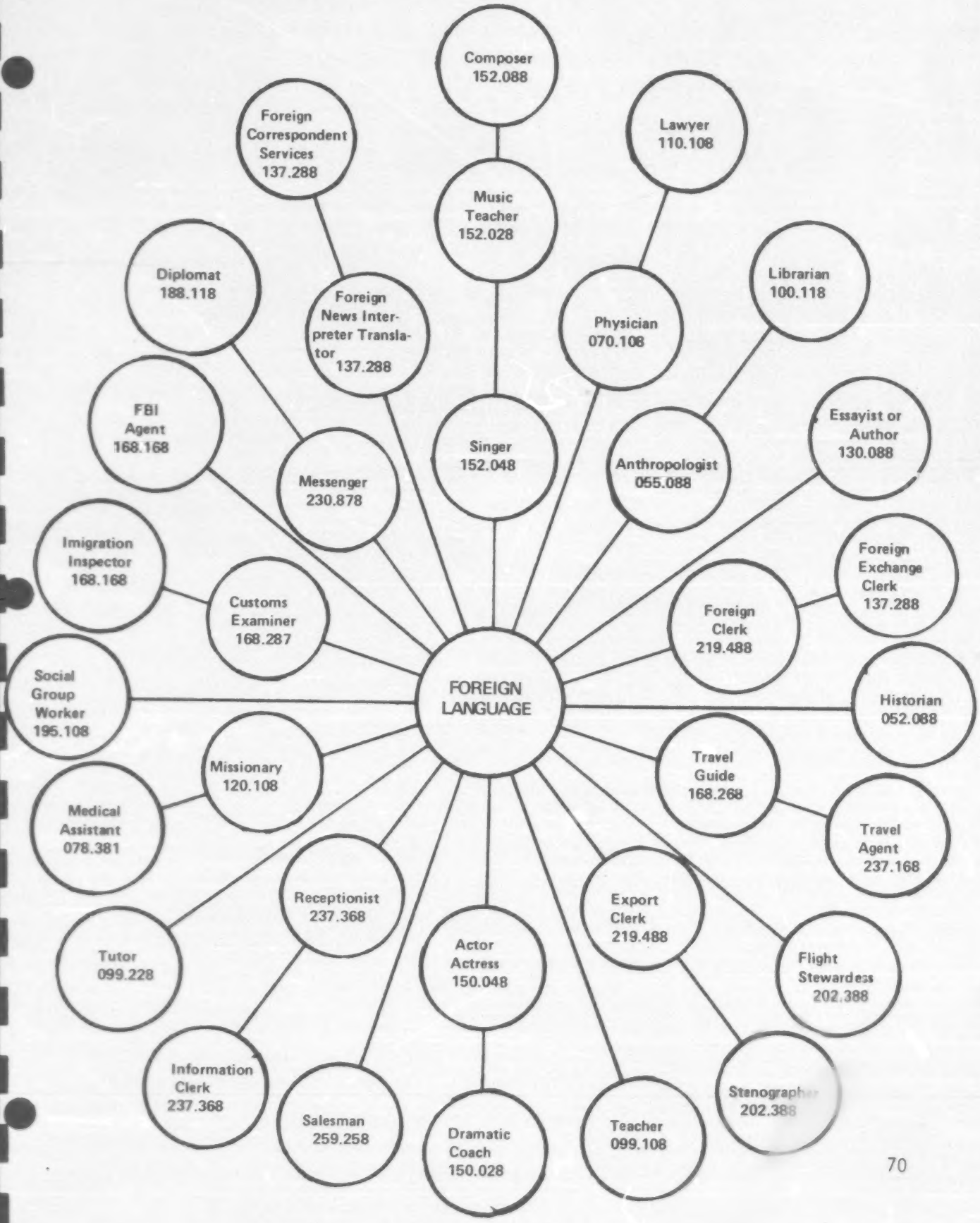


SOME OCCUPATIONS RELATED TO THE INTEREST AND ABILITY IN HEALTH AND PHYSICAL EDUCATION

SOME OCCUPATIONS RELATED TO THE INTEREST AND ABILITY IN GENERAL SHOP AND INDUSTRIAL ARTS



SOME OCCUPATIONS RELATED TO THE INTEREST AND ABILITY IN FOREIGN LANGUAGE

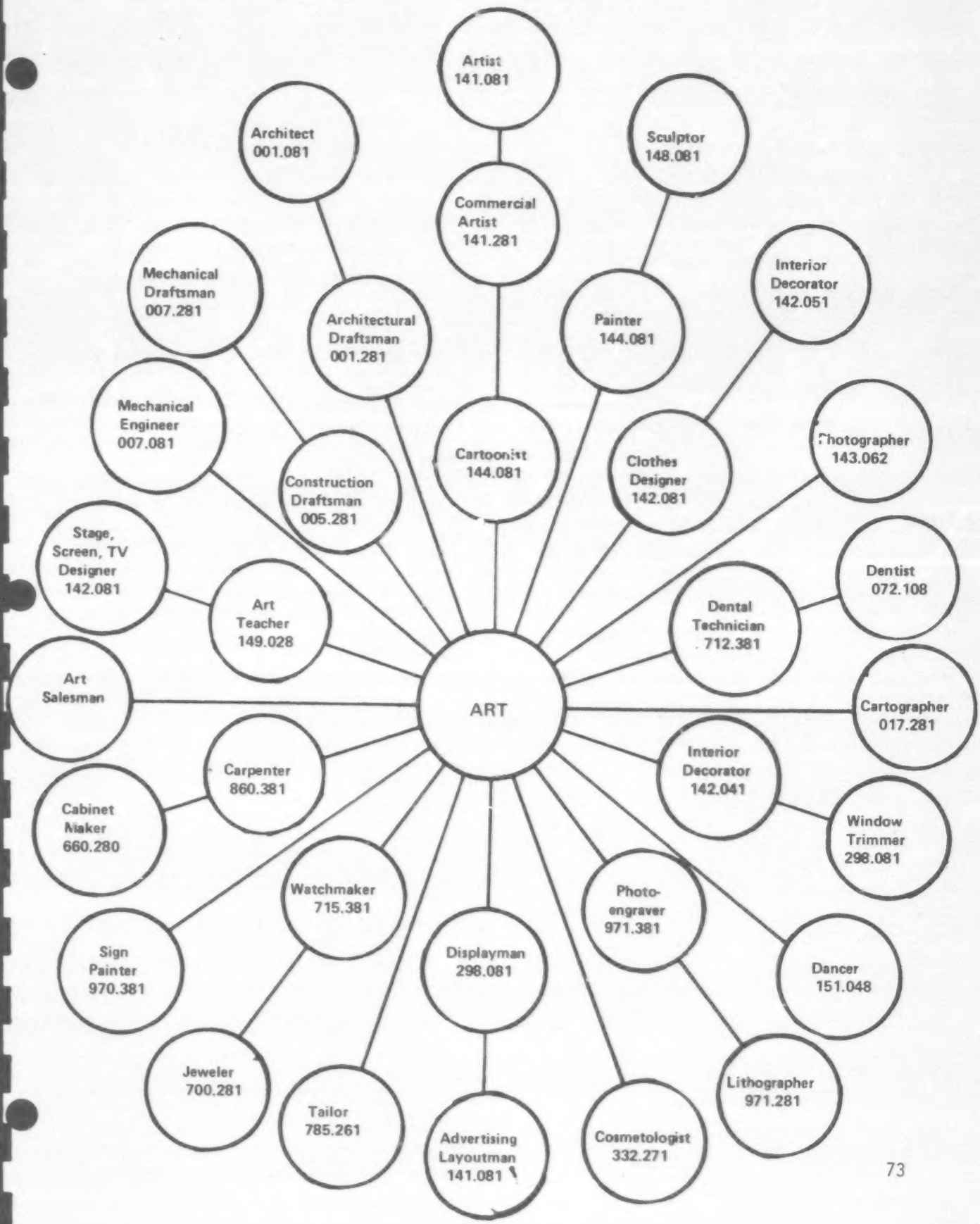


SOME OCCUPATIONS RELATED TO THE INTEREST AND ABILITY IN ENGLISH

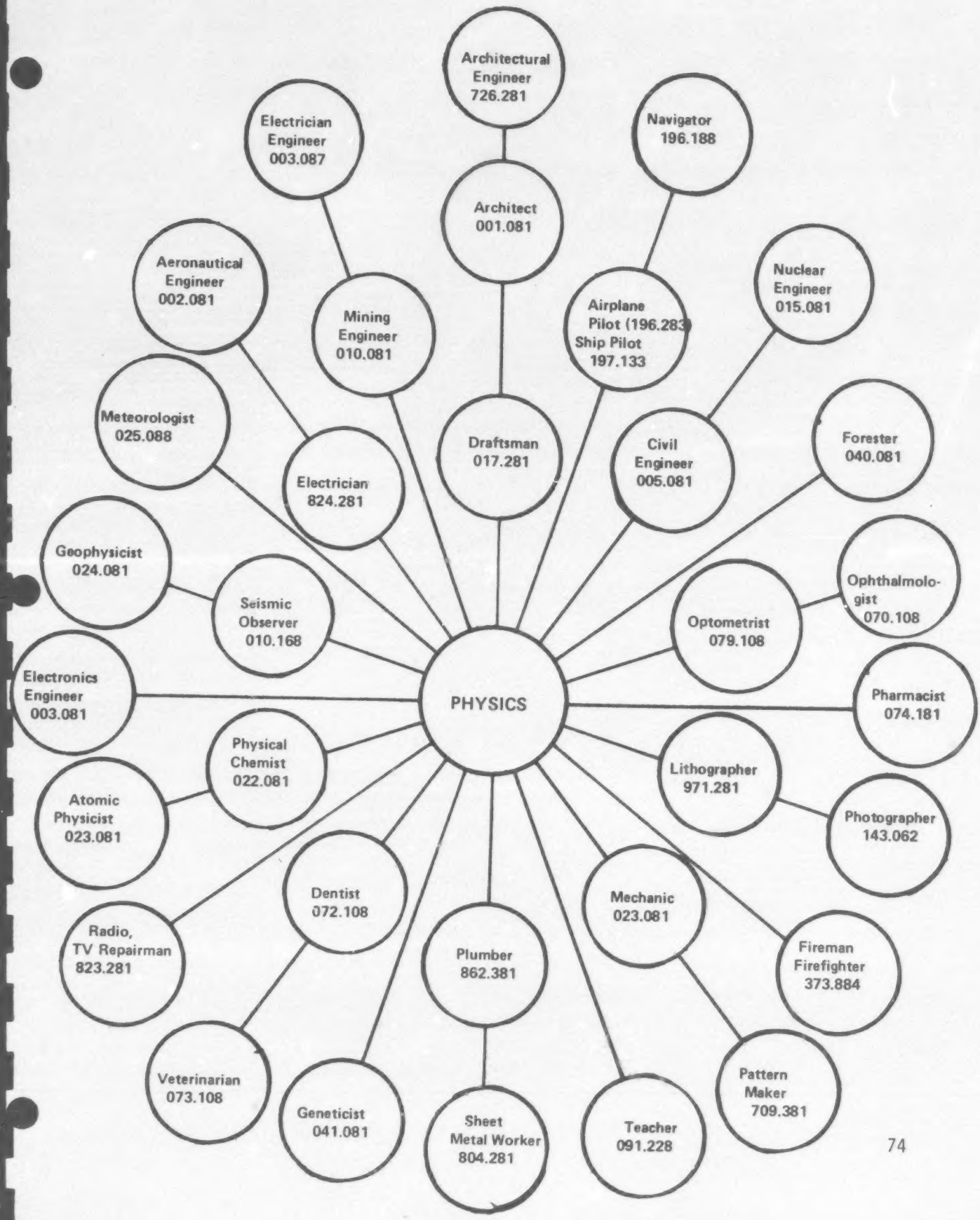
71

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN PHYSICS



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN AGRICULTURE

75

TESTS TO DETERMINE INTERESTS AND ABILITIES

Instruments are available to help students obtain objective data about their own interests and abilities. A number of these instruments are available through Student Services Department, PSAB, and can be requested by counselors and/or teachers in the local school.

1. Instruments to help determine student interests.

   A. California Occupational Preference Survey (COPS) is a very simple measure of student interests. It is made up of 168 items each of which describes some task (example model clothing at a fashion show decorate cakes at a bakery). For each of the 168 items the student is asked to indicate how he feels towards this task. He is to respond in one of the four ways (like very much L; like moderately l; dislike moderately d; and dislike very much D). Most students will be able to complete their ratings of these 168 items in a half hour or less.

      Directions for marking the survey are very simple and are included on the front page of the survey. A separate Self-interpretation Guide and Profile Sheet is furnished for each student. This includes directions for scoring and directions for plotting the student's interest profile. The interest profile shows student's rank in 14 occupational categories and profile shows the student's relative rank as compared to others at their educational level. In each of the 14 occupational categories approximately 25 occupations are suggested. Each of these 25 listings for each of the 14 categories also shows page reference and code reference in the Dictionary of Occupational Titles.

      A supply of the surveys and Interpretation Guides and Profile Sheets is available through the Department of Student Services.

   B. The Kuder General Interest Survey is an instrument that has been widely used for quite a number of years. It is composed of 168 items. Most students can complete the survey in approximately 45 minutes. Each of the 168 items is composed of three suggested tasks. For each group the student is asked to indicate which of the three he most prefers and which of the three he least prefers. The student indicates his responses by punching an answer pad using a sharply pointed stylus. Scoring consists of simply counting the number of punches that fall within the circled area as shown on the back of the answer pad.

      The student's interest profile is shown in 10 broad occupational categories. A unique part of the inventory is that the first score calculated is the verification score. This score indicates whether the student has responded sincerely and carefully. If the part score indicates insincerity or failure to understand and follow directions this shows up before any more work is done on the survey. In addition to the profile, the student is furnished help in interpreting the results of the survey.

In using interest inventories or surveys it should be kept in mind that the survey measures interest only and does not consider ability or preparation.

Interest inventories should be considered along with other factors as students attempt to select fields in which they are interested. Interests are subject to change with additional experience. Perhaps the greatest value to using interest inventories is the motivation provided for students to look at themselves objectively. The "spin off" from this motivation is perhaps the most important value that comes from the survey. This "spin off" in the form of discussion among students, discussions with the teacher or counselor, further checking of possible occupation and further survey of personal ability and interests can be very significant in career advisement.

2. Instrunents to help determine special abilities.

A. Differential Aptitude Tests (DAT). The Differential Aptitude Test by Bennett, Seashore and Wesman is a new aptitude test battery made up of eight sections. These eight are: 1. Verbal Reasoning; 2. Mechanical Ability; 3. Abstract Reasoning; 4. Clerical Speed and Accuracy; 5. Mechanical Reasoning; 6. Space Relations; 7. Spelling; 8. Language Usage. Two forms, Form S and Form T, are available through the Department of Student Services. Directions for giving and scoring are also available. An individual report form shows a profile of percentile rank in each of the eight areas together with a paragraph of explanation for each area. This test battery is available to counselors and teachers upon request.

B. Armed Services Vocational Aptitude Battery (ASVAB). Within recent years all branches of the Armed Services have gotten together in their use of a common test to determine special vocational aptitudes. This test must be administered under the supervision of one of the branches of the Armed Services (The Lincoln Public Schools worked through the Navy last spring and this battery was given at each senior high school.)

There are nine paper and pencil tests in the battery. Each section has 25 items except the first which has 100. The sections of the test are: 1. Coding Speed (CS); 2. Word Knowledge (WK); 3. Arithmetic Reasoning (AR); 4. Tool Knowledge (TK); 5. Space Perception (SP); 6. Mechanical Comprehension (MC); 7. Shop Information (SI); 8. Automotive Information (AI); 9. Electrical Information (EL). Scores are also shown for five broad fields 1. Electronics; 2. Gereral Mechanical; 3. Motor Mechanical; 4. Clerical Administrative; and 5. General Technical. (The tests are scored by the Armed Services with the results mailed back to the school and to the student. While the test was originally prepared for use by the Armed Services, it is equally applicable in civilian occupations. Manuals are furnished by the Armed Services which list civilian occupational fields along with the military. No schedule has yet been determined but it is likely that this battery will be offered to senior high school students again this year.

CE 010 390